

**Main Criteria:** Kentucky Academic Standards  
**Secondary Criteria:** WritingCity  
**Subject:** Language Arts  
**Grades:** K, 1, 2, 3, 4, 5  
**Correlation Options:** Show Correlated

**Kentucky Academic Standards**  
**Language Arts**  
 Grade: **K** - Adopted: **2019**

STRAND		Reading Foundational Skills—Kindergarten
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3.c.	<p>Read common high-frequency words by sight.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p>Reasons to Write</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>That's Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>The Best</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>The Best - Part II</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>The Best - Part III</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>The Best - Part IV</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>The Best - Part V</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Your Favorite</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>State Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Checklist</p>
STRAND		Handwriting—Kindergarten
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.K.1.	Print all upper and lowercase letters and numerals.
		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Becoming a Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Pre-Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Early Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Emergent Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>Developing Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Transitional Writer</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> </ul> <p>Picture Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 02</li> </ul> <p>Draw and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <p>Draw and Write Part 3</p>

	<ul style="list-style-type: none"><li>• Unit 2a: Day 05</li></ul> <b>Draw and Write Part 4</b> <ul style="list-style-type: none"><li>• Unit 2a: Day 06</li></ul> <b>Draw and Write Part 5</b> <ul style="list-style-type: none"><li>• Unit 2a: Day 07</li></ul> <b>Draw and Write Part 6</b> <ul style="list-style-type: none"><li>• Unit 2a: Day 08</li></ul> <b>Glow and Grow</b> <ul style="list-style-type: none"><li>• Unit 2a: Day 09</li></ul> <b>Find the Glows and Grows</b> <ul style="list-style-type: none"><li>• Unit 2a: Day 10</li></ul> <b>Let's Write</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 01</li></ul> <b>Writing on Your Own</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 02</li></ul> <b>Sharing Your Writing</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 03</li></ul> <b>Keep On Writing</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 04</li></ul> <b>Write On!</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 05</li></ul> <b>Just Keep Writing</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 06</li></ul> <b>Write? Right!</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 07</li></ul> <b>Writers R Us</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 08</li></ul> <b>The Checklist</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 09</li></ul> <b>Scoring Writing</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 01</li></ul> <b>Word Wall</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 02</li></ul> <b>High Frequency Words</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 03</li></ul> <b>More High Frequency Words</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 04</li></ul> <b>Even More High Frequency Words</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 05</li></ul> <b>High Frequency Word Masters</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 06</li></ul> <b>Time to Write</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 07</li></ul> <b>Find the Words</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 08</li></ul> <b>New Writing Topics</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 09</li></ul> <b>The Pronoun "I"</b> <ul style="list-style-type: none"><li>• Unit 3a: Day 10</li></ul> <b>The Checklist</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> <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> <ul style="list-style-type: none"><li>• Unit 3b: Day 09</li></ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"><li>• Unit 5: Day 01</li></ul>
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		<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 03</li> </ul> <p>Poetry Book</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 5: Day 05</li> </ul> <p>Color Words Rhymes</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Opposites</p>
<b>STRAND</b>		<b>Composition—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
<b>EXPECTATION</b>	C.K.2.	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.
<b>INDICATOR</b>	C.K.2.b.	<p>Introduce the topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Informative Writing</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>
<b>INDICATOR</b>	C.K.2.c.	<p>Supply information to develop the topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Informative Writing</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>
<b>STRAND</b>		<b>Composition—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
<b>EXPECTATION</b>	C.K.4.	<p>With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
<b>STRAND</b>		<b>Composition—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>EXPECTATION</b>	C.K.5.	<p>With guidance and support, participate in shared research and writing projects.</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <b>Become a Researcher</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Continue Researching</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Thinking About Topics</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 09</li> </ul> <b>The Checklist</b>
<b>STRAND</b>		<b>Composition—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
<b>EXPECTATION</b>	C.K.6.	<p>With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <b>Become a Researcher</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Continue Researching</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 05</li> </ul> <b>Thinking About Topics</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 09</li> </ul> <b>The Checklist</b>
<b>STRAND</b>		<b>Language—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<b>EXPECTATION</b>	L.K.1.	When writing or speaking, demonstrate appropriate use of:
<b>INDICATOR</b>	L.K.1.a.	<p>common nouns and verbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>Word Wall</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <b>More High Frequency Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <b>Even More High Frequency Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <b>High Frequency Word Masters</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <b>Time to Write</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <b>Find the Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <b>New Writing Topics</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>The Pronoun "I"</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>The Checklist</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> <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> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <b>Color Words Rhymes</b>
INDICATOR	L.K.1.b.	<p>regular plural nouns by orally adding /s/ or /es/.</p> <p><u>WritingCity</u></p> <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>
INDICATOR	L.K.1.d.	<p>sentences using common prepositions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>Word Wall</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <b>More High Frequency Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <b>Even More High Frequency Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <b>High Frequency Word Masters</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <b>Time to Write</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <b>Find the Words</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <b>New Writing Topics</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>The Pronoun "I"</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>The Checklist</b>
INDICATOR	L.K.1.e.	<p>complete sentences.</p> <p><u>WritingCity</u></p> <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>

		<p>More Topics</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Even More Revising</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Another Revising Day</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
<b>STRAND</b>		<b>Language—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
<b>EXPECTATION</b>	L.K.2.	When writing:
<b>INDICATOR</b>	L.K.2.a.	<p>Capitalize the first word in a sentence and the pronoun I.</p> <p><u>WritingCity</u></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 01</li> </ul> <p>Reasons to Write</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Informative Writing</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 4: Day 02</li> </ul> <p>That's Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>The Best</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>The Best - Part II</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>The Best - Part III</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>The Best - Part IV</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>The Best - Part V</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Your Favorite</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>State Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Checklist</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 03</li> </ul> <p>Poetry Book</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 5: Day 05</li> </ul> <p>Color Words Rhymes</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Opposites</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>More Topics</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
<p><b>INDICATOR</b></p>	<p><b>L.K.2.b.</b></p>	<p>Recognize and name end punctuation.</p> <p><u>WritingCity</u></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 01</li> </ul> <p>Reasons to Write</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Informative Writing</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 4: Day 01</li> </ul> <p>Reasons to Write</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>That's Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>The Best</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>The Best - Part II</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>The Best - Part III</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>The Best - Part IV</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>The Best - Part V</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Your Favorite</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>State Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Checklist</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 5: Day 05</li> </ul> <p>Color Words Rhymes</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>More Topics</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
INDICATOR	L.K.2.c.	<p>Write a letter or letters for most consonant and short-vowel sounds.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Becoming a Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Pre-Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Early Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Emergent Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>Developing Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Transitional Writer</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> </ul> <p>Picture Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 02</li> </ul> <p>Draw and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 06</li> </ul> <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 07</li> </ul> <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> </ul> <p>Glow and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 09</li> </ul> <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 10</li> </ul> <p>Let's Write</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 01</li> </ul> <p>Writing on Your Own</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 02</li> </ul> <p>Sharing Your Writing</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 03</li> </ul> <p>Keep On Writing</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 04</li> </ul> <p>Write On!</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 05</li> </ul> <p>Just Keep Writing</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> </ul> <p>Write? Right!</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 07</li> </ul> <p>Writers R Us</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 08</li> </ul> <p>The Checklist</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 09</li> </ul> <p>Scoring Writing</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  • Unit 3a: Day 04  Even More High Frequency Words  • Unit 3a: Day 05  High Frequency Word Masters  • Unit 3a: Day 06  Time to Write  • Unit 3a: Day 07  Find the Words  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information  • Unit 3b: Day 05  Inform Again  • Unit 3b: Day 06  Sentence Types  • Unit 3b: Day 07  More Sentences  • Unit 3b: Day 08  Even More Sentences  • Unit 3b: Day 09  Formal Writing Assessment  • Unit 5: Day 01  Poems, Poems, Poems  • Unit 5: Day 02  More, More, More  • Unit 5: Day 03  Poetry Book  • Unit 5: Day 04  Write a Rhyme  • Unit 5: Day 05  Color Words Rhymes  • Unit 5: Day 06  Opposites</p>
INDICATOR	L.K.2.d.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><u>WritingCity</u>  • Unit 4: Day 01  Reasons to Write  • Unit 4: Day 02  That's Your Opinion  • Unit 4: Day 03  The Best  • Unit 4: Day 04  The Best - Part II  • Unit 4: Day 05  The Best - Part III  • Unit 4: Day 06  The Best - Part IV  • Unit 4: Day 07  The Best - Part V  • Unit 4: Day 08  Your Favorite  • Unit 4: Day 09  State Your Opinion  • Unit 4: Day 10  The Checklist</p>

<b>STRAND</b>		<b>Language—Kindergarten</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.K.5.b.	Demonstrate an understanding of verbs and adjectives and their antonyms.  <u>WritingCity</u> • Unit 5: Day 06 Opposites
<b>INDICATOR</b>	L.K.5.c.	Demonstrate an understanding of verbs and adjectives and their synonyms.  <u>WritingCity</u> • Unit 5: Day 06 Opposites

Kentucky Academic Standards

Language Arts

Grade: 1 - Adopted: 2019

<b>STRAND</b>		<b>Reading Foundational Skills—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / ORGANIZER</b>	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	RF.1.3.g.	Recognize and read grade-appropriate irregularly spelled words.  <u>WritingCity</u> • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Grows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist

		<ul style="list-style-type: none"> <li>• Unit 6: Day 10 Editing Checklist</li> </ul>
<b>STRAND</b>		<b>Reading Foundational Skills—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Fluency</b>
<b>STANDARD / ORGANIZER</b>	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
<b>EXPECTATION</b>	RF.1.4.a.	Read grade-level text with purpose and understanding.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 2a: Day 10 Questions?</li> </ul>
<b>STRAND</b>		<b>Handwriting—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Progression</b>
<b>STANDARD / ORGANIZER</b>	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01 Engaging Topics</li> <li>• Unit 2a: Day 02 Plan and Write</li> <li>• Unit 2a: Day 03 Topics and Planning</li> <li>• Unit 2a: Day 04 The Hook</li> <li>• Unit 2a: Day 05 The Doctor's Office</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
<b>EXPECTATION</b>	C.1.2.	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.
<b>INDICATOR</b>	C.1.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3: Day 12 Adding a Conclusion</li> <li>• Unit 3: Day 13 Planning the Writing Assessment</li> <li>• Unit 3: Day 14 Informative/Explanatory Writing</li> <li>• Unit 4: Day 06 Reviewing the Focus Skills</li> <li>• Unit 4: Day 11 Assessment Writing</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
<b>EXPECTATION</b>	C.1.3.	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
<b>INDICATOR</b>	C.1.3.b.	Recount a single event or multiple events, memories or ideas.

**WritingCity**

- Unit 2a: Day 01
- Engaging Topics
- Unit 2a: Day 02
- Plan and Write
- Unit 2a: Day 03
- Topics and Planning
- Unit 2a: Day 04
- The Hook
- Unit 2a: Day 05
- The Doctor's Office
- Unit 2a: Day 06
- Think About Spacing
- Unit 2a: Day 07
- Including Characters
- Unit 2a: Day 08
- Picture, Plan and Write
- Unit 2a: Day 09
- Exclamation!
- Unit 2a: Day 10
- Questions?
- Unit 2a: Day 11
- Voice Through Humor
- Unit 2a: Day 12
- Recounting Events
- Unit 2a: Day 13
- The Checklist
- Unit 2a: Day 14
- Score with a Rubric
- Unit 2b: Day 01
- Planning a BME Writing Piece
- Unit 2b: Day 02
- Writing a BME Piece
- Unit 2b: Day 03
- Thinking about Spelling
- Unit 2b: Day 04
- Remembering End Punctuation
- Unit 2b: Day 05
- Fluffy the Cat
- Unit 2b: Day 06
- Nouns
- Unit 2b: Day 07
- Glows and Grows
- Unit 2b: Day 08
- Temporal Words
- Unit 2b: Day 09
- First, Second, Third
- Unit 2b: Day 10
- Revising
- Unit 2b: Day 11
- Applying the Focus Skills
- Unit 2b: Day 12
- Revising with a Peer
- Unit 2b: Day 13
- Revising Questions
- Unit 2b: Day 14
- Remembering the Focus Skills
- Unit 2b: Day 15
- Writing Assessment
- Unit 5: Day 01
- 4 Ws
- Unit 5: Day 02
- Planning with 4 Ws
- Unit 5: Day 03
- Revising a Peer's 4 W Piece

		<ul style="list-style-type: none"> <li>• Unit 5: Day 04 Narrative Writing with 4 Ws</li> <li>• Unit 5: Day 05 The Candy House</li> <li>• Unit 5: Day 06 Expand a Sentence</li> <li>• Unit 5: Day 10 Assessment Writing</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
<b>EXPECTATION</b>	C.1.4.	<p>With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10 Editing Checklist</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>EXPECTATION</b>	C.1.5.	<p>With guidance and support, participate in shared research and writing projects.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03 What Will You Need?</li> <li>• Unit 6: Day 04 Verb Tenses</li> <li>• Unit 6: Day 05 Glows and Grows</li> <li>• Unit 6: Day 06 Review Focus Skills</li> <li>• Unit 6: Day 07 Assessment Writing</li> <li>• Unit 6: Day 08 Finishing the Assessment</li> </ul>
<b>STRAND</b>		<b>Language—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<b>EXPECTATION</b>	L.1.1.	When writing or speaking, demonstrate appropriate use of:
<b>INDICATOR</b>	L.1.1.a.	<p>common, proper and possessive nouns in a sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06 Nouns</li> <li>• Unit 2b: Day 07 Glows and Grows</li> <li>• Unit 2b: Day 08 Temporal Words</li> <li>• Unit 2b: Day 09 First, Second, Third</li> <li>• Unit 2b: Day 11 Applying the Focus Skills</li> <li>• Unit 2b: Day 12 Revising with a Peer</li> <li>• Unit 2b: Day 13</li> </ul>

		<p>Revising Questions  • Unit 2b: Day 14</p> <p>Remembering the Focus Skills  • Unit 3: Day 03</p> <p>Nouns  • Unit 3: Day 04</p> <p>What is a Fact?  • Unit 3: Day 05</p> <p>Planning for Informative Writing  • Unit 3: Day 06</p> <p>Writing to Inform  • Unit 3: Day 12</p> <p>Adding a Conclusion  • Unit 3: Day 13</p> <p>Planning the Writing Assessment  • Unit 3: Day 14</p> <p>Informative/Explanatory Writing  • Unit 6: Day 01</p> <p>"How To"  • Unit 6: Day 02</p> <p>The "How To" Plan  • Unit 6: Day 03</p> <p>What Will You Need?</p>
INDICATOR	L.1.1.b.	<p>singular and plural nouns with matching verbs in basic sentences.</p> <p><u>WritingCity</u>  • Unit 3: Day 11</p> <p>Sarah Went to the Museum  • Unit 3: Day 13</p> <p>Planning the Writing Assessment  • Unit 3: Day 14</p> <p>Informative/Explanatory Writing  • Unit 4: Day 09</p> <p>Writing with Prepositions  • Unit 4: Day 10</p> <p>The Best Thing to Do With a Friend  • Unit 4: Day 11</p> <p>Assessment Writing</p>
INDICATOR	L.1.1.d.	<p>verbs to convey a sense of past, present and future in a sentence.</p> <p><u>WritingCity</u>  • Unit 3: Day 07</p> <p>Introductory Sentence  • Unit 3: Day 08</p> <p>Past Tense Verbs  • Unit 3: Day 09</p> <p>Concluding Statement  • Unit 3: Day 10</p> <p>Pronouns  • Unit 3: Day 11</p> <p>Sarah Went to the Museum  • Unit 3: Day 12</p> <p>Adding a Conclusion  • Unit 3: Day 13</p> <p>Planning the Writing Assessment  • Unit 3: Day 14</p> <p>Informative/Explanatory Writing  • Unit 4: Day 09</p> <p>Writing with Prepositions  • Unit 4: Day 10</p> <p>The Best Thing to Do With a Friend  • Unit 4: Day 11</p> <p>Assessment Writing  • Unit 6: Day 04</p>

		<p>Verb Tenses</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Glows and Grows</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	L.1.1.e.	<p>frequently occurring adjectives in a sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Adding Details</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Revising with a Peer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Revising the Assessment Writing</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 05</li> </ul> <p>Glows and Grows</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	L.1.1.f.	<p>frequently occurring conjunctions in a sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> <p>Adding a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p>
INDICATOR	L.1.1.g.	<p>frequently occurring prepositions in a sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>Stating your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>Using Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Writing with Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p>
<b>STRAND</b>		<b>Language—Grade 1</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
<b>EXPECTATION</b>	L.1.2.	When writing:

INDICATOR	L.1.2.a.	<p>Capitalize proper nouns, including but not limited to dates and names of people.</p> <p><u>WritingCity</u></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 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 14</li> </ul> <p>Score with a Rubric</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 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 03</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 04</li> </ul> <p>What is a Fact?</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 05</li> </ul> <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 06</li> </ul> <p>Writing to Inform</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 07</li> </ul> <p>Introductory Sentence</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 08</li> </ul> <p>Past Tense Verbs</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 09</li> </ul> <p>Concluding Statement</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>4 Ws</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning with 4 Ws</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>The Candy House</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 02</li> </ul> <p>The "How To" Plan</p>
INDICATOR	L.1.2.b.	<p>Demonstrate appropriate use of end punctuation.</p> <p><u>WritingCity</u></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> <li>Questions?</li> <li>• Unit 2a: Day 11</li> <li>Voice Through Humor</li> <li>• Unit 2a: Day 14</li> <li>Score with a Rubric</li> <li>• Unit 2b: Day 03</li> <li>Thinking about Spelling</li> <li>• Unit 2b: Day 04</li> <li>Remembering End Punctuation</li> <li>• Unit 2b: Day 05</li> <li>Fluffy the Cat</li> <li>• Unit 2b: Day 14</li> <li>Remembering the Focus Skills</li> <li>• Unit 4: Day 02</li> <li>Prepositions</li> <li>• Unit 4: Day 03</li> <li>Stating your Opinion</li> <li>• Unit 4: Day 04</li> <li>Using Prepositions</li> <li>• Unit 4: Day 09</li> <li>Writing with Prepositions</li> <li>• Unit 4: Day 10</li> <li>The Best Thing to Do With a Friend</li> <li>• Unit 4: Day 11</li> <li>Assessment Writing</li> <li>• Unit 5: Day 05</li> <li>The Candy House</li> <li>• Unit 5: Day 07</li> <li>Editing</li> <li>• Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>• Unit 5: Day 09</li> <li>Peer Editing</li> <li>• Unit 5: Day 12</li> <li>Using the Checklist</li> <li>• Unit 6: Day 10</li> <li>Editing Checklist</li> </ul>
INDICATOR	L.1.2.c.	<p>With prompting and support, produce and write commas in dates and to separate single words in a series.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 09</li> <li>Concluding Statement</li> <li>• Unit 3: Day 13</li> <li>Planning the Writing Assessment</li> <li>• Unit 3: Day 14</li> <li>Informative/Explanatory Writing</li> <li>• Unit 6: Day 02</li> <li>The "How To" Plan</li> <li>• Unit 6: Day 03</li> <li>What Will You Need?</li> <li>• Unit 6: Day 04</li> <li>Verb Tenses</li> <li>• Unit 6: Day 07</li> <li>Assessment Writing</li> <li>• Unit 6: Day 08</li> <li>Finishing the Assessment</li> </ul>
INDICATOR	L.1.2.d.	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> <li>The Doctor's Office</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>• Unit 2a: Day 07</li> <li>Including Characters</li> <li>• Unit 2a: Day 08</li> <li>Picture, Plan and Write</li> <li>• Unit 2a: Day 12</li> <li>Recounting Events</li> <li>• Unit 2a: Day 14</li> <li>Score with a Rubric</li> <li>• Unit 2b: Day 03</li> <li>Thinking about Spelling</li> <li>• Unit 2b: Day 04</li> <li>Remembering End Punctuation</li> <li>• Unit 2b: Day 05</li> <li>Fluffy the Cat</li> <li>• Unit 2b: Day 06</li> <li>Nouns</li> <li>• Unit 2b: Day 07</li> <li>Grows and Grows</li> <li>• Unit 2b: Day 14</li> <li>Remembering the Focus Skills</li> <li>• Unit 5: Day 07</li> <li>Editing</li> <li>• Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>• Unit 5: Day 09</li> <li>Peer Editing</li> <li>• Unit 5: Day 12</li> <li>Using the Checklist</li> <li>• Unit 6: Day 10</li> <li>Editing Checklist</li> </ul>
INDICATOR	L.1.2.e.	<p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>• Unit 1: Day 02</li> <li>We Are Writers</li> <li>• Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>• Unit 1: Day 04</li> <li>Transitional Writer</li> <li>• Unit 1: Day 05</li> <li>People and Events</li> <li>• Unit 1: Day 06</li> <li>Things and Places</li> <li>• Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>• Unit 2a: Day 04</li> <li>The Hook</li> <li>• Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>• Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>• Unit 2a: Day 07</li> <li>Including Characters</li> <li>• Unit 2a: Day 08</li> <li>Picture, Plan and Write</li> <li>• Unit 2a: Day 12</li> <li>Recounting Events</li> <li>• Unit 2a: Day 13</li> <li>The Checklist</li> <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>Glows 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>
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<b>STRAND</b>		<b>Language—Grade 1</b>
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<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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<b>EXPECTATION</b>	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
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<b>INDICATOR</b>	L.1.4.d.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> <p>Adding a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p>
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<b>STRAND</b>		<b>Language—Grade 1</b>
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<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
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<b>EXPECTATION</b>	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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<b>INDICATOR</b>	L.1.5.d.	<p>Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul>
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		<p>The "How To" Plan</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Glows and Grows</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>
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**Kentucky Academic Standards**

**Language Arts**

Grade: 2 - Adopted: 2019

STRAND		Composition—Grade 2
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.2.2.	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.
INDICATOR	C.2.2.b.	<p>Introduce the topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Introducing the 2 Paragraph Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <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> <li>Formal Writing Assessment: 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 3b: Day 17</li> <li>Formal Writing Assessment: Publishing</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	C.2.2.c.	<p>Supply information with detail to develop the topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>Introducing the 2 Paragraph Planning Sheet</li> <li>• Unit 3a: Day 02</li> <li>Plural Nouns</li> <li>• Unit 3a: Day 03</li> <li>2 Paragraph Planning</li> <li>• Unit 3a: Day 04</li> <li>Writing 2 Paragraphs</li> <li>• Unit 3a: Day 05</li> <li>Revising to Add Adjectives and Adverbs</li> <li>• Unit 3a: Day 06</li> <li>Revising Checklist</li> <li>• Unit 3a: Day 07</li> <li>Glows 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 10</li> <li>Revising Checklist</li> <li>• Unit 3a: Day 11</li> <li>Formal Writing Assessment: Plan</li> <li>• Unit 3a: Day 12</li> <li>Formal Writing Assessment</li> <li>• Unit 3b: Day 01</li> <li>Facts and Opinions</li> <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 04</li> <li>Writing a Conclusion</li> <li>• Unit 3b: Day 05</li> <li>Varying Sentences</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 12</li> <li>Formal Writing Assessment: Planning</li> <li>• Unit 3b: Day 13</li> <li>Formal Writing Assessment - Part 1</li> </ul>

		<ul style="list-style-type: none"> <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 3b: Day 17</li> <li>Formal Writing Assessment: Publishing</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>
<b>STRAND</b>		<b>Composition—Grade 2</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
<b>EXPECTATION</b>	C.2.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
<b>INDICATOR</b>	C.2.3.b.	<p>Recount a single event or multiple events, memories or ideas.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>Traits: Ideas</li> <li>• Unit 1: Day 03</li> <li>Traits: Organization</li> <li>• Unit 1: Day 04</li> <li>Traits: Voice</li> <li>• Unit 1: Day 06</li> <li>Traits: Word Choice</li> <li>• Unit 2: Day 01</li> <li>Narrative Writing: BME</li> <li>• Unit 2: Day 02</li> <li>Narrative Writing: Past Tense Verbs</li> <li>• Unit 2: Day 03</li> <li>Narrative Writing: Review Focus Skills</li> <li>• Unit 2: Day 05</li> <li>Narrative Writing: Revising by Adding Details</li> <li>• Unit 2: Day 06</li> <li>Narrative Writing: Revising to add Thoughts and Feelings</li> <li>• Unit 2: Day 07</li> <li>Narrative Writing: Adjectives and Adverbs</li> <li>• Unit 2: Day 08</li> <li>Narrative Writing: Temporal Words Day 1</li> <li>• Unit 2: Day 09</li> <li>Narrative Writing: Temporal Words Day 2</li> <li>• Unit 2: Day 11</li> <li>Narrative Writing: Formal Writing Assessment Day 1</li> <li>• Unit 2: Day 12</li> <li>Narrative Writing: Formal Writing Assessment Day 2</li> <li>• Unit 5: Day 01</li> <li>Planning with a Story Strip Day 1</li> <li>• Unit 5: Day 02</li> <li>Planning with a Story Strip Day 2</li> <li>• Unit 5: Day 03</li> <li>Writing in the Past Tense Day 1</li> <li>• Unit 5: Day 04</li> <li>Writing in the Past Tense and Using Plural Nouns</li> <li>• Unit 5: Day 05</li> <li>Adjectives</li> <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>
INDICATOR	C.2.3.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</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>
STRAND		Composition—Grade 2

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
<b>EXPECTATION</b>	C.2.4.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.  <u>WritingCity</u> • Unit 4: Day 06 <u>Publishing</u> • Unit 4: Day 14 Formal Writing Assessment: Publishing • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric • Unit 6: Day 12 Formal Writing Assessment: Publishing
<b>STRAND</b>		<b>Composition—Grade 2</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>EXPECTATION</b>	C.2.5.	Conduct shared research and writing projects that build knowledge about a topic.  <u>WritingCity</u> • Unit 6: Day 01 <u>Writing Definitions</u> • Unit 6: Day 02 <u>Collective Nouns</u> • Unit 6: Day 03 <u>Adjectives</u> • Unit 6: Day 05 <u>Research Resources</u> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
<b>STRAND</b>		<b>Composition—Grade 2</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
<b>EXPECTATION</b>	C.2.6.	Collect information from real-world experiences or provided sources to answer or generate questions.  <u>WritingCity</u> • Unit 3b: Day 02 <u>Defining Nouns</u> • Unit 3b: Day 03 <u>Defining Nouns Part 2</u> • Unit 3b: Day 06 <u>Practicing Planning a 2 Paragraph Piece</u> • Unit 3b: Day 07 <u>Practicing with Short and Long Sentences</u> • Unit 3b: Day 09 <u>Planning</u> • Unit 3b: Day 13 <u>Formal Writing Assessment - Part 1</u> • Unit 3b: Day 14 <u>Formal Writing Assessment - Part 2</u> • Unit 3b: Day 15

		<p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <p>Writing Definitions</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>Collective Nouns</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Research Resources</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>
<b>STRAND</b>		<b>Language—Grade 2</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<b>EXPECTATION</b>	L.2.1.	In writing or speaking, demonstrate appropriate use of:
<b>INDICATOR</b>	L.2.1.a.	<p>collective nouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Introducing the 2 Paragraph Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>Collective Nouns</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> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p>
<b>INDICATOR</b>	L.2.1.c.	<p>reflexive pronouns.</p> <p><u>WritingCity</u></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 11</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p>
<b>INDICATOR</b>	L.2.1.e.	<p>adjectives and adverbs in sentence formation.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Traits: Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Narrative Writing: Adjectives and Adverbs</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 09</li> </ul> <b>Write Informative Text Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Possessive and Plural Nouns</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 09</li> </ul> <b>Formal Writing Assessment: Planning</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <b>Alliteration with Adjectives &amp; Adverbs</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>Formal Writing Assessment Part 1</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <b>Formal Writing Assessment Part 2</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b>
<b>STRAND</b>		<b>Language—Grade 2</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
<b>EXPECTATION</b>	L.2.2.	<b>When writing:</b>
<b>INDICATOR</b>	L.2.2.c.	<b>Use apostrophe to form contractions and possessives.</b>  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>Traits: Conventions</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <b>Write Informative Text Part 1</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>Write Informative Text Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <b>Contractions</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 11</li> </ul> <b>Formal Writing Assessment: Planning</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <b>Formal Writing Assessment</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 5: Day 06</li> </ul> <b>Possessive and Plural Nouns</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 09</li> </ul> <b>Formal Writing Assessment: Planning</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <b>Formal Writing Assessment</b>
<b>INDICATOR</b>	L.2.2.d.	<b>Generalize spelling patterns.</b>  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>Traits: Conventions</b>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <b>Narrative Writing: Temporal Words Day 1</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 5: Day 04</li> </ul> <b>Writing in the Past Tense and Using Plural Nouns</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Possessive and Plural Nouns</b>
<b>STRAND</b>		<b>Language—Grade 2</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
<b>EXPECTATION</b>	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>INDICATOR</b>	L.2.4.e.	<p>Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <b>Defining Nouns</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 6: Day 01</li> </ul> <b>Writing Definitions</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Collective Nouns</b>

### Kentucky Academic Standards

#### Language Arts

Grade: 3 - Adopted: 2019

<b>STRAND</b>		<b>Reading Foundational Skills—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Fluency</b>
<b>STANDARD / ORGANIZER</b>	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
<b>EXPECTATION</b>	RF.3.4.a.	<p>Read grade-level text with purpose and understanding.</p> <p><u>WritingCity</u></p> <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 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 4: Day 12</li> </ul> <b>Response to Text- A Taste of Two</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <b>Response to Text- Comparing Two Texts</b>
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.3.1.	<p>Ask and answer questions, and make and support logical inferences to construct meaning from the text.</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> <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> <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>STRAND</b>		<b>Reading Standards for Literature—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.3.2.	<p>Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</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>STRAND</b>		<b>Reading Standards for Literature—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.3.3.	<p>Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p> <p><u>WritingCity</u></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>STRAND</b>		<b>Reading Standards for Literature—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RL.3.7.	<p>Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.</p> <p><u>WritingCity</u></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> Read, Reread, Respond and Score
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
<b>EXPECTATION</b>	RL.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
		<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 18</li> </ul> Writers Respond to Questions and Prompts <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 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
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
<b>EXPECTATION</b>	RI.3.1.	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.
		<u>WritingCity</u> <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
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
<b>EXPECTATION</b>	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

		<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>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>EXPECTATION</b>	RI.3.4.	<p>Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.</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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
<b>EXPECTATION</b>	RI.3.5.	<p>Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text- A Taste of Two</p>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
<b>EXPECTATION</b>	RI.3.7.	<p>Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.</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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>

STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.3.9.	Explain the relationship between information from two or more texts on the same theme or topic.  <u>WritingCity</u> • Unit 4: Day 13 Response to Text- Comparing Two Texts
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.  <u>WritingCity</u> • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • 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
<b>STRAND</b>		<b>Composition—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
STANDARD / ORGANIZER	1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  <u>WritingCity</u> • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • 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

		<ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Revising</b>
INDICATOR	C.3.1.b.	<p>Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <b>Persuasion Game</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <b>What is Opinion Writing?</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <b>What's Your Opinion?</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <b>5 Square Organizer</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <b>Mini Stories Support Your Thesis</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>Uno, Dos, Traits: Scoring with Rubric</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <b>Introductions, Conclusions, &amp; Student Planning</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Revising</b>
INDICATOR	C.3.1.c.	<p>Provide reasons with elaborate details to support the opinion.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <b>Opinions and Advertising</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <b>What's Your Opinion?</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <b>Mini Stories Support Your Thesis</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>Uno, Dos, Traits: Scoring with Rubric</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Revising</b>
INDICATOR	C.3.1.d.	<p>Use grade-appropriate transitions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <b>Mini Stories Support Your Thesis</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>Uno, Dos, Traits: Scoring with Rubric</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Revising</b>
INDICATOR	C.3.1.e.	<p>Provide a concluding section.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>Uno, Dos, Traits: Scoring with Rubric</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <b>Introductions, Conclusions, &amp; Student Planning</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Revising</b>
INDICATOR	C.3.1.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

**WritingCity**

- Unit 1: Day 08
- Getting Ready for Writing**
- 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 05
- Introductions and Topic Sentences**
- Unit 3a: Day 11
- Special Place**
- Unit 3b: Day 10
- Formal Writing Assessment**
- 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 10
- Possessives and Plurals, Oh My!**
- Unit 5: Day 11
- Editing for Capitals**
- Unit 5: Day 19
- Responses to Text: Comparing Morals**
- Unit 5: Day 20
- Responses to Text: Comparing Morals**
- 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

		<p>Just Keep Writing</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>
<b>STRAND</b>		<b>Composition—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
<b>EXPECTATION</b>	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
<b>INDICATOR</b>	C.3.2.a.	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><u>WritingCity</u></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 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 19</li> </ul> <p>Using the Checklist</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> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Informational Writing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Special Place</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing Assessment</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 05</li> </ul> <p>5 Square Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Introductions, Conclusions, &amp; Student Planning</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Formal Writing Assessment</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 02</li> </ul>

		<p>What is a Fable?  • Unit 5: Day 10  Possessives and Plurals, Oh My!  • Unit 5: Day 11  Editing for Capitals  • Unit 5: Day 19  Responses to Text: Comparing Morals  • Unit 5: Day 20  Responses to Text: Comparing Morals  • 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</p>
INDICATOR	C.3.2.b.	<p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><u>WritingCity</u>  • Unit 3a: Day 01  Informational Writing  • Unit 3a: Day 02  Paragraphing and Structure  • Unit 3a: Day 03  Narrative vs. Non-Narrative  • 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</p>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> <li><b>Formal Writing Assessment</b></li> <li>• Unit 3b: Day 11</li> <li>Revising with A.R.M.S</li> <li>• Unit 6: Day 04</li> <li><b>Guided Notes Journal</b></li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li><b>Guided Notes Journal</b></li> <li>• Unit 6: Day 07</li> <li><b>Glows and Grows</b></li> <li>• Unit 6: Day 08</li> <li><b>5 Square Planning Sheet</b></li> <li>• Unit 6: Day 10</li> <li><b>Ready, Set, Write!</b></li> <li>• Unit 6: Day 11</li> <li><b>Just Keep Writing</b></li> <li>• Unit 6: Day 14</li> <li><b>Scoring with a Rubric</b></li> </ul>
INDICATOR	C.3.2.c.	<p><b>Develop the topic with facts, definitions and details.</b></p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li><b>Informational Writing</b></li> <li>• Unit 3a: Day 02</li> <li><b>Paragraphing and Structure</b></li> <li>• Unit 3a: Day 03</li> <li><b>Narrative vs. Non-Narrative</b></li> <li>• Unit 3a: Day 04</li> <li><b>Voice</b></li> <li>• Unit 3a: Day 05</li> <li><b>Introductions and Topic Sentences</b></li> <li>• Unit 3a: Day 06</li> <li><b>Paragraphs and Linking Words</b></li> <li>• Unit 3a: Day 07</li> <li><b>Wrap-Up Conclusions</b></li> <li>• Unit 3a: Day 08</li> <li><b>Score and Organize</b></li> <li>• Unit 3a: Day 10</li> <li><b>Teacher Modeling and Planning</b></li> <li>• Unit 3a: Day 11</li> <li><b>Special Place</b></li> <li>• Unit 3a: Day 12</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3a: Day 13</li> <li><b>Editing and Scoring</b></li> <li>• Unit 3b: Day 02</li> <li><b>Becoming Experts</b></li> <li>• Unit 3b: Day 03</li> <li><b>Facts, Definitions, and Details</b></li> <li>• Unit 3b: Day 04</li> <li><b>Linking and Transition Words</b></li> <li>• Unit 3b: Day 05</li> <li><b>Voice and Word Choice</b></li> <li>• Unit 3b: Day 06</li> <li><b>Introductions</b></li> <li>• Unit 3b: Day 07</li> <li><b>Revisiting Conclusions</b></li> <li>• Unit 3b: Day 09</li> <li><b>Planning Sheets</b></li> <li>• Unit 3b: Day 10</li> <li><b>Formal Writing Assessment</b></li> <li>• Unit 3b: Day 11</li> <li><b>Revising with A.R.M.S</b></li> </ul>

		<ul style="list-style-type: none"> <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 Notes Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</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 10</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 11</li> <li>Just Keep Writing</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> </ul>
INDICATOR	C.3.2.d.	<p>Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> <li>Paragraphs and Linking Words</li> <li>• Unit 3a: Day 07</li> <li>Wrap-Up Conclusions</li> <li>• Unit 3a: Day 08</li> <li>Score and Organize</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 3b: Day 04</li> <li>Linking and Transition Words</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing Assessment</li> <li>• Unit 6: Day 09</li> <li>Planning Continued</li> <li>• Unit 6: Day 10</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 11</li> <li>Just Keep Writing</li> <li>• Unit 6: Day 14</li> <li>Scoring with a Rubric</li> </ul>
INDICATOR	C.3.2.e.	<p>Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> <li>Paragraphs and Linking Words</li> <li>• Unit 3a: Day 07</li> <li>Wrap-Up Conclusions</li> <li>• Unit 3a: Day 08</li> <li>Score and Organize</li> <li>• Unit 3a: Day 11</li> <li>Special Place</li> </ul>

		<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 04</li> </ul> Linking and Transition Words <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> Planning Continued <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> Ready, Set, Write! <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> Just Keep Writing <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> Scoring with a Rubric
INDICATOR	C.3.2.f.	Provide a concluding section.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> Wrap-Up Conclusions <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> Score and Organize <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> Teacher Modeling and Planning <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 3a: Day 13</li> </ul> Editing and Scoring <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> Revisiting Conclusions <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
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 08</li> </ul> Getting Ready for Writing <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 18</li> </ul> Writers Respond to Questions and Prompts <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> Using the Checklist <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 3a: Day 01</li> </ul> Informational Writing <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> Introductions and Topic Sentences <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> Special Place <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 17</li> </ul> Scoring a Response <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 05</li> </ul> <p>5 Square Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Introductions, Conclusions, &amp; Student Planning</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Formal Writing Assessment</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 02</li> </ul> <p>What is a Fable?</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 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 02</li> </ul> <p>Searching the Internet</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 04</li> </ul> <p>Guided Notes 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>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 10</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Just Keep Writing</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>
<b>STRAND</b>		<b>Composition—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
<b>EXPECTATION</b>	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR	C.3.3.b.	<p>Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>6 Traits: Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>6 Traits: Organization</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Sequencing and Linking Words</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Writing with Emotion</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</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Catchy Closures</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing From Experience</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>What is a Fable?</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 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 09</li> </ul> <p>Linking and Transition Words</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>
INDICATOR	C.3.3.c.	<p>Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>6 Traits: Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>6 Traits: Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Dialogue=Detail</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Writing with Emotion</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul>

		<p>What is a Fable?</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 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>
INDICATOR	C.3.3.e.	<p>Create a sense of closure that follows the narrated experiences or events.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>6 Traits: Organization</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 10</li> </ul> <p>Catchy Closures</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 06</li> </ul> <p>Moral of the Lesson</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 14</li> </ul> <p>Formal Writing Assessment</p>
INDICATOR	C.3.3.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</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</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <p>The 6 Traits Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing From Experience</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 15</li> </ul> <p>Editing--Glows and Grows</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 19</li> </ul> <p>Using the Checklist</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> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Informational Writing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul>

**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 11  
**Special Place**  
 • 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 10  
**Formal Writing Assessment**  
 • 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 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  
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**What is a Fable?**  
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**Planning Wheels**  
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**Fables and Focus**  
 • Unit 5: Day 05  
**Action Words**  
 • 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 10  
**Possessives and Plurals, Oh My!**

		<ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <b>Editing for Capitals</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 13</li> </ul> <b>Score, Plan, &amp; Write!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <b>Scoring Fables</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <b>Revising Fables</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 5: Day 19</li> </ul> <b>Responses to Text: Comparing Morals</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> <b>Responses to Text: Comparing Morals</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <b>Start by Choosing a Topic</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 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 12</li> </ul> <b>Revising Ears</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <b>Editing Glasses</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Scoring with a Rubric</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <b>Reflection and Celebration</b>
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<b>STRAND</b>		<b>Composition—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
<b>EXPECTATION</b>	C.3.4.	<p>With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <b>Publishing with Technology</b>

<b>STRAND</b>		<b>Composition—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>EXPECTATION</b>	C.3.5.	<p>Conduct short research projects that build knowledge about a topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <b>Start by Choosing a Topic</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>

		<p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Notes 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>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Grows 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 10</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Just Keep Writing</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>
<b>STRAND</b>		<b>Composition—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
<b>EXPECTATION</b>	C.3.7.	<p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</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</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <p>The 6 Traits Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing From Experience</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 15</li> </ul> <p>Editing--Grows and Grows</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 19</li> </ul> <p>Using the Checklist</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> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Informational Writing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>Narrative vs. Non-Narrative</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul>

**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 11

**Special Place**

- 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 10

**Formal Writing Assessment**

- 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 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 04

**Fables and Focus**

- Unit 5: Day 05

**Action Words**

- 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 10

**Possessives and Plurals, Oh My!**

- Unit 5: Day 11

**Editing for Capitals**

		<ul style="list-style-type: none"> <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 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 Notes Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 07</li> <li>Glow and Grows</li> <li>• Unit 6: Day 08</li> <li>5 Square Planning Sheet</li> <li>• Unit 6: Day 10</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 11</li> <li>Just Keep Writing</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>STRAND</b>		<b>Language—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<b>EXPECTATION</b>	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
<b>INDICATOR</b>	L.3.1.a.	<p>Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</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>Real Narrative</li> <li>• Unit 2: Day 02</li> <li>Adverbs</li> <li>• Unit 2: Day 14</li> <li>Revising--Glow and Grows</li> <li>• Unit 3b: Day 05</li> <li>Voice and Word Choice</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> <li>Opinions and Advertising</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 5: Day 04</li> <li>Fables and Focus</li> <li>• Unit 5: Day 05</li> <li>Action Words</li> <li>• Unit 5: Day 14</li> <li>Formal Writing Assessment</li> <li>• Unit 5: Day 16</li> <li>Revising Fables</li> <li>• Unit 5: Day 17</li> <li>Editing Fables</li> </ul>
INDICATOR	L.3.1.b.	<p>Form and use regular and irregular plural nouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 09</li> <li>Planning Continued</li> <li>• Unit 6: Day 10</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 11</li> <li>Just Keep Writing</li> <li>• Unit 6: Day 14</li> <li>Scoring with a Rubric</li> </ul>
INDICATOR	L.3.1.c.	<p>Use abstract nouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>6 Traits: Conventions</li> <li>• Unit 2: Day 01</li> <li>Real Narrative</li> <li>• Unit 6: Day 09</li> <li>Planning Continued</li> </ul>
INDICATOR	L.3.1.d.	<p>Form and use regular and irregular verbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> <li>Fables and Focus</li> <li>• Unit 5: Day 05</li> <li>Action Words</li> </ul>
INDICATOR	L.3.1.e.	<p>Use verb tenses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>6 Traits: Conventions</li> <li>• Unit 2: Day 14</li> <li>Revising--Glows and Grows</li> <li>• Unit 5: Day 04</li> <li>Fables and Focus</li> </ul>
INDICATOR	L.3.1.f.	<p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>6 Traits: Conventions</li> <li>• Unit 2: Day 14</li> <li>Revising--Glows and Grows</li> <li>• Unit 3a: Day 09</li> <li>Score and Brainstorm</li> </ul>

INDICATOR	L.3.1.g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
<b>STRAND</b>		<b>Language—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
<b>EXPECTATION</b>	L.3.2.	<b>When writing:</b>
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.  <u>WritingCity</u> • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
INDICATOR	L.3.2.b.	Use commas in addresses.  <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
INDICATOR	L.3.2.c.	Use commas and quotation marks in dialogue.  <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 04 Fables and Focus • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14

		<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>
INDICATOR	L.3.2.d.	<p>Use possessives.</p> <p><u>WritingCity</u></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 09</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Just Keep Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p>
INDICATOR	L.3.2.e.	<p>Use conventional spelling for high-frequency words where suffixes are added to base words.</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> <p>Editing and Scoring</p>
INDICATOR	L.3.2.f.	<p>Use spelling patterns and generalizations in writing words.</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> <p>Editing and Scoring</p>
INDICATOR	L.3.2.g.	<p>Consult reference materials as needed to check and correct spellings.</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>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 14</li> </ul> <p>Scoring with a Rubric</p>

<b>STRAND</b>		<b>Language—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>EXPECTATION</b>	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
<b>INDICATOR</b>	L.3.3.a.	<p>Choose words and phrases for effect.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Writing with Emotion</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Special Place</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Voice and Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Introductions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Planning Sheets</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Formal Writing Assessment</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 5: Day 05</li> </ul> <p>Action Words</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 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>
<b>STRAND</b>		<b>Language—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
<b>EXPECTATION</b>	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
<b>INDICATOR</b>	L.3.4.d.	<p>Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> Paraphrasing <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> Guided Notes Journal <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> Glows and Grows <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> Scoring with a Rubric
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.  <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
<b>STRAND</b>		<b>Language—Grade 3</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</b>	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.c.	Distinguish shades of meaning among related words that describe degrees of certainty.  <u>WritingCity</u> <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 08</li> </ul> Uno, Dos, Traits

### Kentucky Academic Standards

#### Language Arts

Grade: 4 - Adopted: 2019

<b>STRAND</b>		<b>Reading Foundational Skills—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Fluency</b>
<b>STANDARD / ORGANIZER</b>	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
<b>EXPECTATION</b>	RF.4.4.a.	Read grade-level text with purpose and understanding.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> Intro to Response to Text <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> Ways Writers Respond to Reading <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> Read, Reread and Respond <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> Reread, Respond and Score
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.4.1.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</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 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>
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.4.3.	<p>Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.</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 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 5: Day 05</li> </ul> <p>Dialogue and Punctuation</p>
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.4.4.	<p>Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.</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 1: Day 08</li> </ul> <p>Getting Ready for Core Writing</p>

		<ul style="list-style-type: none"> <li>• Unit 1: Day 09 Getting Ready for Core Writing</li> <li>• Unit 3a: Day 09 Revising for Similes and Sensory Details</li> </ul>
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
<b>EXPECTATION</b>	RL.4.6.	<p>Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13 Compare and Contrast</li> </ul>
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>EXPECTATION</b>	RL.4.9.	<p>Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13 Compare and Contrast</li> </ul>
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
<b>EXPECTATION</b>	RL.4.10.	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16 Intro to Response to Text</li> <li>• Unit 2: Day 17 Ways Writers Respond to Reading</li> <li>• Unit 2: Day 20 Read, Reread and Respond</li> <li>• Unit 2: Day 21 Reread, Respond and Score</li> </ul>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
<b>EXPECTATION</b>	RI.4.1.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16 Intro to Response to Text</li> <li>• Unit 3b: Day 15 Response Writing and Text Features</li> <li>• Unit 3b: Day 17 Nonfiction Choice Cards</li> <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 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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
<b>EXPECTATION</b>	RI.4.2.	<p>Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</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 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 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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
<b>EXPECTATION</b>	RI.4.3.	<p>Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</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>

		Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>EXPECTATION</b>	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.  <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
<b>EXPECTATION</b>	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.  <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
<b>EXPECTATION</b>	RI.4.6.	Compare/contrast a firsthand and secondhand account of the same event or topic.  <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
<b>EXPECTATION</b>	RI.4.7.	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.  <u>WritingCity</u>

		<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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>EXPECTATION</b>	RI.4.9.	<p>Integrate information from two or more texts on the same theme or topic.</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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
<b>EXPECTATION</b>	RI.4.10.	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</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>
<b>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 2: Day 11</li> </ul> <p>Planning</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 4: Day 01</li> </ul> <p>Fact vs. Opinion</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 03</li> </ul> <p>5 Square Paragraph Planning</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 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 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 08</li> </ul> <p>Check-in and Write!</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	C.4.1.b.	<p>Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p>Fact vs. Opinion</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 03</li> </ul> <p>5 Square Paragraph Planning</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 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>
INDICATOR	C.4.1.c.	<p>Provide reasons that are supported by facts and details.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p>Fact vs. Opinion</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 03</li> </ul> <p>5 Square Paragraph Planning</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 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>
INDICATOR	C.4.1.d.	<p>Use grade-appropriate transitions.</p> <p><u>WritingCity</u></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 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>
INDICATOR	C.4.1.e.	<p>Provide a concluding section.</p> <p><u>WritingCity</u></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 08</li> </ul> <p>Formal Writing: Opinion Piece - Part 2</p>
INDICATOR	C.4.1.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</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 02</li> </ul> <p>Ideas</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 17</li> </ul> <p>Ways Writers Respond to Reading</p>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> <li>Writers Respond to Questions &amp; Prompts</li> <li>• Unit 2: Day 19</li> <li>Writers Respond Through Opinions</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 4: Day 03</li> <li>5 Square Paragraph Planning</li> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 12</li> <li>Response to Text - Idea Swap</li> <li>• Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 1</li> <li>• Unit 4: Day 14</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>• Unit 5: Day 08</li> <li>Check-in and Write!</li> <li>• Unit 5: Day 12</li> <li>Response to Text</li> <li>• Unit 5: Day 13</li> <li>Compare and Contrast</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
<b>EXPECTATION</b>	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
<b>INDICATOR</b>	C.4.2.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>Ideas</li> <li>• Unit 2: Day 11</li> <li>Planning</li> <li>• Unit 2: Day 17</li> <li>Ways Writers Respond to Reading</li> <li>• Unit 2: Day 18</li> <li>Writers Respond to Questions &amp; Prompts</li> <li>• Unit 2: Day 19</li> <li>Writers Respond Through Opinions</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 3a: Day 02</li> <li>5 Square</li> <li>• Unit 3a: Day 03</li> <li>Using the Planning Sheet</li> <li>• Unit 3a: Day 04</li> <li>Formal Writing</li> <li>• Unit 3b: Day 02</li> <li>5 Square Paragraphs</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> </ul>

		<ul style="list-style-type: none"> <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> <li>• Unit 4: Day 03</li> <li>5 Square Paragraph Planning</li> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 12</li> <li>Response to Text - Idea Swap</li> <li>• Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 1</li> <li>• Unit 4: Day 14</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>• Unit 5: Day 08</li> <li>Check-in and Write!</li> <li>• Unit 5: Day 12</li> <li>Response to Text</li> <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	C.4.2.b.	<p>Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> <li>5 Square</li> <li>• Unit 3a: Day 03</li> <li>Using the Planning Sheet</li> <li>• Unit 3a: Day 04</li> <li>Formal Writing</li> <li>• Unit 3b: Day 02</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 03</li> <li>Definitions</li> <li>• Unit 3b: Day 05</li> <li>Focus Skill Writing</li> </ul>

		<ul style="list-style-type: none"> <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> <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	C.4.2.c.	<p>Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> <li>5 Square</li> <li>• Unit 3a: Day 03</li> <li>Using the Planning Sheet</li> <li>• Unit 3a: Day 04</li> <li>Formal Writing</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> <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> </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 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>
INDICATOR	C.4.2.d.	<p>Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p><u>WritingCity</u></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 04</li> </ul> <p>Linking Words</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 07</li> </ul> <p>Writing Strong Conclusions</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 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	C.4.2.e.	<p>Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p><u>WritingCity</u></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 04</li> </ul> <p>Linking Words</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 07</li> </ul> <p>Writing Strong Conclusions</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 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	C.4.2.f.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>WritingCity</u></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 3a: Day 07</li> </ul> <p>Glows and Grows - Part 2</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 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 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 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>
INDICATOR	C.4.2.g.	<p>Provide a concluding section.</p> <p><u>WritingCity</u></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 3a: Day 05</li> </ul> <p>Reworking Conclusions</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 07</li> </ul> <p>Writing Strong Conclusions</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 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p>

INDICATOR	C.4.2.h.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</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 02</li> </ul> <p>Ideas</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 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 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 08</li> </ul> <p>Check-in and Write!</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 02</li> </ul> <p>Searching the Internet</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 04</li> </ul> <p>Guided Note-Taking Journal - Part 1</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>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
<b>EXPECTATION</b>	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
<b>INDICATOR</b>	C.4.3.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 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> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p>
INDICATOR	C.4.3.b.	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</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 12</li> </ul> <p>Formal Writing</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 10</li> </ul> <p>Compare Characters</p>
INDICATOR	C.4.3.c.	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>

		<p><u>WritingCity</u>  • Unit 1: Day 02  <b>Ideas</b>  • Unit 1: Day 04  <b>Voice</b>  • Unit 2: Day 06  <b>A Character's Voice</b>  • Unit 2: Day 07  <b>The Conventions of Dialogue</b>  • Unit 2: Day 08  <b>Show And Tell Review</b>  • Unit 2: Day 10  <b>Scoring With A Rubric - Part 2</b>  • Unit 2: Day 12  <b>Formal Writing</b>  • Unit 3b: Day 08  <b>Revising</b>  • Unit 5: Day 05  <b>Dialogue and Punctuation</b>  • Unit 5: Day 06  <b>Uno, Dos, Traits!</b>  • Unit 5: Day 08  <b>Check-in and Write!</b></p>
INDICATOR	C.4.3.d.	<p>Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p><u>WritingCity</u>  • Unit 1: Day 03  <b>Organization</b>  • Unit 2: Day 05  <b>Transitioning Smoothly</b>  • Unit 2: Day 08  <b>Show And Tell Review</b>  • Unit 2: Day 10  <b>Scoring With A Rubric - Part 2</b>  • Unit 2: Day 12  <b>Formal Writing</b>  • Unit 3a: Day 01  <b>The Elements</b>  • Unit 5: Day 06  <b>Uno, Dos, Traits!</b></p>
INDICATOR	C.4.3.e.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>WritingCity</u>  • Unit 1: Day 02  <b>Ideas</b>  • Unit 1: Day 03  <b>Organization</b>  • Unit 1: Day 04  <b>Voice</b>  • Unit 1: Day 06  <b>6 Traits: Word Choice</b>  • Unit 2: Day 01  <b>Strong Verbs</b>  • Unit 2: Day 02  <b>Strong vs. Weak Verbs</b>  • Unit 2: Day 03  <b>Honoring Good Writing With Revision</b>  • Unit 2: Day 04  <b>Writing With Sensory Details</b>  • Unit 2: Day 08  <b>Show And Tell Review</b></p>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> <li>Scoring With A Rubric - Part 1</li> <li>• Unit 2: Day 10</li> <li>Scoring With A Rubric - Part 2</li> <li>• Unit 2: Day 12</li> <li>Formal Writing</li> <li>• Unit 5: Day 01</li> <li>What is a Legend?</li> <li>• Unit 5: Day 02</li> <li>Descriptive Words and Progressive Verb Tenses</li> <li>• Unit 5: Day 03</li> <li>1st or 3rd Person Narrators</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 5: Day 08</li> <li>Check-in and Write!</li> <li>• Unit 5: Day 10</li> <li>Compare Characters</li> </ul>
INDICATOR	C.4.3.f.	<p>Provide a conclusion that follows the narrated experiences or events.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Organization</p>
INDICATOR	C.4.3.g.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</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 02</li> </ul> <p>Ideas</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 05</li> </ul> <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>The Conventions of Dialogue</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 13</li> </ul> <p>Scoring Your Own Writing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Scoring Your Own Writing</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 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 3a: Day 05</li></ul> <p>Reworking Conclusions</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 07</li></ul> <p>Glows and Grows - Part 2</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 08</li></ul> <p>Revising Strong Leads</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 3a: Day 10</li></ul> <p>Editing With A Checklist</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 01</li></ul> <p>Technological Innovations</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 03</li></ul> <p>5 Square Paragraph Planning</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 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 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 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>
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<b>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
<b>EXPECTATION</b>	C.4.4.	<p>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> <li>Scoring Your Writing</li> <li>• Unit 6: Day 16</li> <li>Technology Publishing</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>EXPECTATION</b>	C.4.5.	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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>
<b>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.4.6.	<p>Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Nonfiction Text Summaries</p>
<b>STRAND</b>		<b>Composition—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	<p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</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 02</li> </ul> <p>Ideas</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 05</li> </ul> <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>The Conventions of Dialogue</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 13</li> </ul> <p>Scoring Your Own Writing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Scoring Your Own Writing</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 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 3a: Day 05</li> </ul> <p>Reworking Conclusions</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 07</li> </ul> <p>Glows and Grows - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Revising Strong Leads</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 3a: Day 10</li> </ul> <p>Editing With A Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul>

		<p>Technological Innovations</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 03</li> </ul> <p>5 Square Paragraph Planning</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 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 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 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 02</li> </ul> <p>Searching the Internet</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 04</li> </ul> <p>Guided Note-Taking Journal - Part 1</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 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>
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		<ul style="list-style-type: none"> <li>• Unit 6: Day 11 Ready, Set, Write!</li> <li>• Unit 6: Day 12 Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13 Formal Writing: Research Piece - Part 1</li> <li>• Unit 6: Day 14 Formal Writing: Research Piece - Part 2</li> <li>• Unit 6: Day 15 Editing Glasses</li> <li>• Unit 6: Day 16 Technology Publishing</li> <li>• Unit 6: Day 17 Finishing the Race!</li> </ul>
<b>STRAND</b>		<b>Language—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<b>EXPECTATION</b>	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
<b>INDICATOR</b>	L.4.1.a.	<p>Use relative pronouns and relative adverbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 6 Traits: Conventions</li> <li>• Unit 2: Day 10 Scoring With A Rubric - Part 2</li> <li>• Unit 3a: Day 06 Glows and Grows - Part 1</li> <li>• Unit 6: Day 08 Glows and Grows</li> </ul>
<b>INDICATOR</b>	L.4.1.b.	<p>Use the progressive verb tenses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 6 Traits: Conventions</li> <li>• Unit 3a: Day 06 Glows and Grows - Part 1</li> <li>• Unit 3b: Day 11 Verbs, Verbs, Verbs!</li> <li>• Unit 3b: Day 13 Editing</li> <li>• Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses</li> <li>• Unit 5: Day 03 1st or 3rd Person Narrators</li> <li>• Unit 6: Day 08 Glows and Grows</li> </ul>
<b>INDICATOR</b>	L.4.1.c.	<p>Use modal auxiliaries to convey various conditions, such as can, may and must.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 6 Traits: Conventions</li> <li>• Unit 2: Day 10 Scoring With A Rubric - Part 2</li> <li>• Unit 3b: Day 11 Verbs, Verbs, Verbs!</li> <li>• Unit 4: Day 10 Editing Glasses</li> <li>• Unit 5: Day 09 Editing</li> </ul>

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.  <u>WritingCity</u> • Unit 2: Day 04 Writing With Sensory Details • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write!
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 5: Day 01 What is a Legend? • Unit 5: Day 09 Editing
INDICATOR	L.4.1.g.	Use frequently confused words, such as to, too, two; there, their, they're.  <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
<b>STRAND</b>		<b>Language—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
<b>EXPECTATION</b>	L.4.2.	<b>When writing:</b>
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.  <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08

		Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
INDICATOR	L.4.2.b.	Use commas and quotation marks to indicate direct speech and quotations for a text.  <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 08 Revising Strong Leads • Unit 3b: Day 08 Revising • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing
<b>STRAND</b>		<b>Language—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>EXPECTATION</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.  <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04

		<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 04</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Glows and Grows - Part 2</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 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 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 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>
INDICATOR	L.4.3.b.	<p>Choose punctuation for effect.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>6 Traits: Sentence Fluency</p>
STRAND		Language—Grade 4
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases

		sufficient for reading, writing, speaking and listening in order to be transition ready.
<b>EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	<b>L.4.4.d.</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.</p> <p><u>WritingCity</u></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 3a: Day 07</li> </ul> <p>Glows and Grows - Part 2</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 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</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 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 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>
<b>STRAND</b>		<b>Language—Grade 4</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>5</b>	<b>Students will demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.4.5.a.</b>	<p>Explain the meaning of simple similes and metaphors in context.</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 1: Day 08</li> </ul> <p>Getting Ready for Core Writing</p>

		<ul style="list-style-type: none"> <li>• Unit 1: Day 09</li> </ul> <b>Getting Ready for Core Writing</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>Revising for Similes and Sensory Details</b>
<b>INDICATOR</b>	<b>L.4.5.c.</b>	<b>Demonstrate understanding of words by relating them to their synonyms and antonyms.</b>  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <b>6 Traits: Word Choice</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 3a: Day 07</li> </ul> <b>Glows and Grows - Part 2</b>

**Kentucky Academic Standards**

**Language Arts**

Grade: **5** - Adopted: **2019**

<b>STRAND</b>		<b>Reading Foundational Skills—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Fluency</b>
<b>STANDARD / ORGANIZER</b>	<b>RF.5.4.</b>	<b>Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</b>
<b>EXPECTATION</b>	<b>RF.5.4.a.</b>	<b>Read grade-level text with purpose and understanding.</b>  <u>WritingCity</u> <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>

<b>STRAND</b>		<b>Reading Standards for Literature—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>
<b>EXPECTATION</b>	<b>RL.5.2.</b>	<b>Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.</b>  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <b>Response to Historical Fiction Text</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <b>Response to Historical Fiction Text</b>

<b>STRAND</b>		<b>Reading Standards for Literature—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>

STANDARD / ORGANIZER	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.5.3.	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.  <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RL.5.9.	Compare/contrast stories in the same genre on their approaches to similar themes and topics.  <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.  <u>WritingCity</u> • 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 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
STANDARD / ORGANIZER	2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.  <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score

		<ul style="list-style-type: none"> <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>
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
<b>EXPECTATION</b>	RI.5.5.	<p>Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.</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> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>• Unit 6: Day 05</li> </ul>

		Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
<b>EXPECTATION</b>	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.  <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • 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
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>EXPECTATION</b>	RI.5.9.	Integrate information from several texts on the same theme or topic.  <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • 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
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>

<b>STANDARD / ORGANIZER</b>	<b>10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>
<b>EXPECTATION</b>	<b>RI.5.10.</b>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> <p><u>WritingCity</u></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>
<b>STRAND</b>		<b>Composition—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.5.1.</b>	<b>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.</b>
<b>INDICATOR</b>	<b>C.5.1.a.</b>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 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 11</li> </ul> <p>Writing a Real Narrative</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 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 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 11</li> </ul> <p>Scoring and Publishing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p>What is an Opinion Paper?</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 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 09</li> </ul> <p>Editing</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 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>
INDICATOR	C.5.1.c.	<p>Provide logically ordered reasons that are supported by facts and details.</p> <p><u>WritingCity</u></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 06</li> </ul> <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>6 Traits Rubric</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>
INDICATOR	C.5.1.d.	<p>Use grade-appropriate transitions.</p> <p><u>WritingCity</u></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>
INDICATOR	C.5.1.e.	<p>Provide a concluding section.</p> <p><u>WritingCity</u></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 06</li> </ul>

		<p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>6 Traits Rubric</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>
INDICATOR	C.5.1.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</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 02</li> </ul> <p>Ideas</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 11</li> </ul> <p>Writing a Real Narrative</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 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>

**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  
**Paragraphs 3, 4, & 5**  
 • Unit 4: Day 10  
**Revising**  
 • Unit 4: Day 11  
**Editing**  
 • Unit 4: Day 12  
**Scoring and Publishing**  
 • 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 11  
**Reviewing the Plan**

		<ul style="list-style-type: none"> <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> <li>• Unit 6: Day 16</li> <li>Scoring and Publishing</li> </ul>
<b>STRAND</b>		<b>Composition—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
<b>EXPECTATION</b>	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
<b>INDICATOR</b>	C.5.2.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>Ideas</li> <li>• Unit 2: Day 07</li> <li>Scoring with a Rubric Part 1</li> <li>• Unit 2: Day 08</li> <li>Scoring with a Rubric Part 2</li> <li>• Unit 2: Day 11</li> <li>Writing a Real Narrative</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 04</li> <li>Let's Take Five</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 10</li> <li>Revising Part 1</li> <li>• Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>• Unit 3b: Day 04</li> <li>5 Square Paragraphs</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 11</li> <li>Scoring and Publishing</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 5: Day 04</li> <li>What's the Plan?</li> </ul>

		<ul style="list-style-type: none"> <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 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> <li>• Unit 6: Day 05</li> <li>Paraphrasing</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	C.5.2.b.	<p>Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> <li>Let's Take Five</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 08</li> <li>Revising the End</li> <li>• Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>• Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>• Unit 3b: Day 04</li> <li>5 Square Paragraphs</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 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> </ul>
INDICATOR	C.5.2.c.	<p>Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul>

		<p><b>Intro to Response to Text</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p><b>Ways Writers Respond to Reading</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p><b>Writers Respond to Questions and Prompts</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p><b>Writers Respond Through Opinions</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p><b>Read, Reread, Respond, and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 22</li> </ul> <p><b>Read, Reread, Respond, and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p><b>Let's Take Five</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p><b>Model the Plan</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p><b>Where I Live</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p><b>Revising the End</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p><b>Revising Part 1</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p><b>Revising Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <p><b>Definitions and Details</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p><b>5 Square Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p><b>5 Square Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p><b>Formal Writing Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p><b>Writing Strong Conclusions</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p><b>Text Features, Main Ideas, and Details</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p><b>Nonfiction Text Features</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p><b>Nonfiction Choice Cards</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p><b>Respond to Nonfiction Texts and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p><b>Respond to Nonfiction Texts and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p><b>Facts and Opinions</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p><b>Response to Text: Planning Template</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 15</li> </ul> <p><b>Response to Text: Persuasive Letters</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <p><b>What is a Research Project?</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p><b>Gathering Resources</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p><b>Main Ideas &amp; Important Facts</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p><b>Guided Note-Taking Journal</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 08</li> </ul> <p><b>Introducing the Rubric</b></p>
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		<ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> The 5 Square Graphic Organizer <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> Reviewing the Plan <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> Formal Writing - Part 1 <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> Formal Writing - Part 2
INDICATOR	C.5.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> Linking Ideas <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> Writing Strong Conclusions <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> Linking Words
INDICATOR	C.5.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> Linking Ideas <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> Writing Strong Conclusions <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> Linking Words
INDICATOR	C.5.2.g.	Provide a concluding section.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> Purpose and Proof <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> 3 Points <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> Revising the End <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> Revising Part 1 <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> Writing Strong Conclusions
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> Topics I Can Write About <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> Ideas <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> Scoring with a Rubric Part 1 <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> Scoring with a Rubric Part 2 <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> Planning to Write <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul>

**Writing a Real Narrative**  
 • Unit 2: Day 14  
**Revising**  
 • Unit 2: Day 15  
**Editing**  
 • 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  
**Paragraphs 3, 4, & 5**  
 • Unit 4: Day 10  
**Revising**

		<ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <b>Scoring and Publishing</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>What's the Plan?</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <b>Developing Characters</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Writing and Commas</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <b>Revising Part 1</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <b>Revising Part 2</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 5: Day 10</li> </ul> <b>Compare the Past</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <b>Rubric and Reflect</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <b>Response to Historical Fiction Text</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <b>Response to Historical Fiction Text</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <b>What is a Research Project?</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Gathering Resources</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Main Ideas &amp; Important Facts</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> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>Introducing the Rubric</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <b>The 5 Square Graphic Organizer</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <b>Reviewing the Plan</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <b>Formal Writing - Part 1</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <b>Formal Writing - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <b>Scoring and Publishing</b>
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<b>STRAND</b>		<b>Composition—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
<b>EXPECTATION</b>	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
<b>INDICATOR</b>	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

**WritingCity**

- 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 06

**Where I Live**

- Unit 3a: Day 07

**3 Points**

- Unit 3a: Day 08

**Revising the End**

- Unit 3b: Day 07

**Formal Writing Assessment**

- Unit 3b: Day 08

**Writing Strong Conclusions**

- Unit 3b: Day 11

**Scoring and Publishing**

- Unit 4: Day 08

**Paragraphs 1 & 2**

- Unit 4: Day 09

**Paragraphs 3, 4, & 5**

- Unit 5: Day 02

**Planning Wheel 1**

- Unit 5: Day 04

**What's the Plan?**

- Unit 5: Day 05

**Developing Characters**

- Unit 5: Day 06

**Writing and Commas**

- Unit 5: Day 09

**Editing**

- Unit 5: Day 12

**Response to Historical Fiction Text**

- Unit 5: Day 13

**Response to Historical Fiction Text**

- Unit 6: Day 12

**Formal Writing - Part 1**

- Unit 6: Day 13

**Formal Writing - Part 2**

- Unit 6: Day 14

		<p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing</p>
INDICATOR	C.5.3.b.	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</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 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Character Description</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Writing from Experience</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 11</li> </ul> <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning Wheel 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Planning Wheel 2</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>
INDICATOR	C.5.3.c.	<p>Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</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 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Character Description</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Writing from Experience</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 11</li> </ul> <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul>

		<p>Writing a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning Wheel 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Planning Wheel 2</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>
INDICATOR	C.5.3.d.	<p>Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</p> <p><u>WritingCity</u></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 1: Day 05</li> </ul> <p>Sentence Fluency</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Sensory Images</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Transition</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Writing from Experience</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 03</li> </ul> <p>Who is Stronger?</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 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 09</li> </ul> <p>Using Commas</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 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 06</li> </ul> <p>Kyle's Formal Writing Assessment</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 15</li> </ul> <p>Editing</p>
INDICATOR	C.5.3.e.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</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 04</li> </ul> <p>Voice</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 2: Day 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Sensory Images</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Character Description</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Writing from Experience</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 11</li> </ul> <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing a Conclusion</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 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 5: Day 02</li> </ul> <p>Planning Wheel 1</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>
INDICATOR	C.5.3.f.	<p>Provide a conclusion that follows the narrated experiences or events.</p> <p><u>WritingCity</u></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 12</li> </ul> <p>Writing a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Revising Part 2</p>
INDICATOR	C.5.3.g.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</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 02</li> </ul> <p>Ideas</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 11</li> </ul> <p>Writing a Real Narrative</p>

- Unit 2: Day 13
- Scoring with a Rubric
- Unit 2: Day 14
- Revising
- Unit 2: Day 15
- Editing
- 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

		<p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>6 Traits Rubric</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 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>
<b>STRAND</b>		<b>Composition—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>

STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.  <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
STRAND		Composition—Grade 5
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  <u>WritingCity</u> • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing
STRAND		Composition—Grade 5
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.  <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • 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 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • 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
- 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

		<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 01</li> </ul> <p>What is a Research Project?</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>Gathering Resources</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>
<b>STRAND</b>		<b>Language—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
<b>EXPECTATION</b>	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
<b>INDICATOR</b>	L.5.1.a.	<p>Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p> <p><u>WritingCity</u></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 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Sensory Images</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Writing from Experience</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 09</li> </ul> <p>Using Commas</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 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 06</li> </ul> <p>Kyle's Formal Writing Assessment</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 15</li> </ul> <p>Editing</p>
INDICATOR	L.5.1.b.	<p>Use the perfect verb tenses.</p> <p><u>WritingCity</u></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 3b: Day 06</li> </ul> <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p>
INDICATOR	L.5.1.c.	<p>Use verb tense to convey various times, sequences, states and conditions.</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 09</li> </ul> <p>Using Commas</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 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 15</li> </ul> <p>Editing</p>

INDICATOR	L.5.1.d.	<p>Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</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 09</li> </ul> <p>Using Commas</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 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 15</li> </ul> <p>Editing</p>
STRAND		Language—Grade 5
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.a.	<p>Use punctuation to separate items in a series.</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 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 5: Day 06</li> </ul> <p>Writing and Commas</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing</p>
INDICATOR	L.5.2.b.	<p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Transition</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 5: Day 04</li> </ul> <p>What's the Plan?</p>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Writing and Commas</b>
INDICATOR	L.5.2.c.	<p>Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>What's the Plan?</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Writing and Commas</b>
INDICATOR	L.5.2.e.	<p>Use strategies and resources (print and electronic) to identify and correct spelling errors.</p> <p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <b>Word Choice</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <b>Definitions and Details</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>5 Square Paragraphs</b>
<b>STRAND</b>		<b>Language—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>EXPECTATION</b>	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	<p>Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <b>Sentence Fluency</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>Using Commas</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>Revising Part 1</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <b>Scoring and Publishing</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <b>Revising Part 1</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Paraphrasing</b>
<b>STRAND</b>		<b>Language—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases

		sufficient for reading, writing, speaking and listening in order to be transition ready.
<b>EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	<b>L.5.4.b.</b>	Use common affixes and roots as clues to the meaning of a word.  <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
<b>INDICATOR</b>	<b>L.5.4.c.</b>	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  <u>WritingCity</u> • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
<b>INDICATOR</b>	<b>L.5.4.d.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.  <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
<b>STRAND</b>		<b>Language—Grade 5</b>
<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>5</b>	<b>Students will demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.5.5.a.</b>	Interpret figurative language, including similes and metaphors, in context.  <u>WritingCity</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language

		<ul style="list-style-type: none"> <li>• Unit 1: Day 09 Metaphors &amp; Similes</li> <li>• Unit 2: Day 03 Sensory Images</li> </ul>
INDICATOR	L.5.5.b.	<p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08 Revising Part 2</li> </ul>
INDICATOR	L.5.5.c.	<p>Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07 Revising Part 1</li> </ul>