Main Criteria: Arizona's College and Career Ready Standards Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5 Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Language Arts

Grade: K - Adopted: 2016

STRAND	AZ.K.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.1.	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is). WritingCity • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.2.	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>WritingCity</u> • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • 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

PERFORMANCE	K.W.3.	With guidance and support from adults, use a combination of
OBJECTIVE / PROFICIENCY		drawing, dictating, and writing to narrate a single event or several
LEVEL		loosely linked events, tell about the events in the order in which
		they occurred, and provide a reaction to what happened.
		WritingCity
		• Unit 1: Day 06
		Transitional Writer
		Unit 2a: Day 01
		Picture Planning
		• Unit 2a: Day 02
		Draw and Write
		• Unit 2a: Day 03
		Draw and Write Part 2
		• Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		Draw and Write Part 4
		• Unit 2a: Day 06
		Draw and Write Part 5
		• Unit 2a: Day 07
		Draw and Write Part 6
		• Unit 2a: Day 08
		Glows and Grows
		• Unit 2a: Day 09
		Find the Glows and Grows
		• Unit 2a: Day 10
		Let's Write
		Unit 2b: Day 01
		Writing on Your Own
		Unit 2b: Day 02
		Sharing Your Writing
		Unit 2b: Day 03
		Keep On Writing
		Unit 2b: Day 04
		Write On!
		Unit 2b: Day 05
		Just Keep Writing
		Unit 2b: Day 06
		Write? Right!
		Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		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 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
STRAND	AZ.K.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <u>WritingCitv</u> • 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 IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.6.	Scoring Research With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		WritingCity • Unit 6: Day 10
		Scoring Research
STRAND	AZ.K.W.	Writing Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.7.	Research to Build and Present Knowledge With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06

		• Unit 6: Day 09 The Checklist
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STRAND	AZ.K.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.WF.1.	Demonstrate and apply handwriting skills.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.1.a.	Match upper and lower case manuscript letters. WritingCity • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 02 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 06 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03

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		Keep On Writing
		• Unit 2b: Day 04
		Write On!
		Unit 2b: Day 05
		Just Keep Writing
		• Unit 2b: Day 06
		Write? Right!
		• Unit 2b: Day 07
		Writers R Us
		Unit 2b: Day 08 The Checklist
		The Checklist
		Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		Unit 3a: Day 02 High Engrupped Words
		High Frequency Words
		Unit 3a: Day 03 Mara High Erggunger Worde
		More High Frequency Words Unit 3a: Day 04
		Even More High Frequency Words
		Unit 3a: Day 05 High Ergungey Word Masters
		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
		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
		• 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
OBJECTIVE / GRADE	K.WF.1.b.	Write upper and lower manuscript letters, with reference to a model.
		WritingCity
		• Unit 1: Day 01
		Becoming a Writer
		• Unit 1: Day 02
L	- 1 L	

Pre-Writer
• Unit 1: Day 03
Early Writer
• Unit 1: Day 04
Emergent Writer
• Unit 1: Day 05
Developing Writer
• Unit 1: Day 06
Transitional Writer
• Unit 2a: Day 01
Picture Planning
• Unit 2a: Day 02
Draw and Write
• Unit 2a: Day 03
Draw and Write Part 2
• Unit 2a: Day 04
Draw and Write Part 3
• Unit 2a: Day 05
Draw and Write Part 4
• Unit 2a: Day 06
Draw and Write Part 5
• Unit 2a: Day 07
Draw and Write Part 6
• Unit 2a: Day 08
Glows and Grows
• Unit 2a: Day 09
Find the Glows and Grows
• Unit 2a: Day 10
Let's Write
• Unit 2b: Day 01
Writing on Your Own
• Unit 2b: Day 02
Sharing Your Writing
• Unit 2b: Day 03
Keep On Writing
• Unit 2b: Day 04
Write On!
• Unit 2b: Day 05
Just Keep Writing
Unit 2b: Day 06
Write? Right!
Unit 2b: Day 07
Writers R Us
Unit 2b: Day 08 Description
The Checklist
Unit 2b: Day 09
Scoring Writing
Unit 3a: Day 01
Word Wall
• Unit 3a: Day 02
High Frequency Words
• Unit 3a: Day 03
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 03 Poetry Book Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes Unit 5: Day 06
STRAND	AZ.K.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.a.	Represent phonemes in simple words, using letter-sound relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even 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 01 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06

LEVEL EXPECTATION Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Words • Unit 3a: Day 05 High Frequency Words • Unit 3a: Day 06 Krew More High Frequency Words • Unit 3a: Day 06 Nore High Trequency Words • Unit 3a: Day 06 New Write • Unit 3a: Day 06 New Write • Unit 3a: Day 06 New Writing Topics • Unit 3a: Day 06 New Writing Topics • Unit 3a: Day 06 Worde Information • Unit 3b: Day 06 Wite Information • Unit 3b: Day 06 Worde Information • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 04 More, More, More • Unit 3b: Day 04 More, More, More • Unit 5: Day 01 Poems,			Ocurtan as Turnes
More Sentences + Unit 3b: Day 08 Even More Sentences + Unit 3b: Day 09 Formal Writing Assessment + Unit 3b: Day 01 Poems, Poems, Poems - Unit 5: Day 04 Write a Rhyme - Unit 3: Day 01 Worel-Consonant) (e.g., at, in) and CVC (Consonant- Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity - Unit 3:: Day 01 Word Wall - Unit 3:: Day 02 High Frequency Words - Unit 3:: Day 05 High Frequency Words - Unit 3:: Day 06 Time to Write - Unit 3:: Day 06 New Writing Topics - Unit 3:: Day 01 Writing Topics - Unit 3:: Day 03 Write Information - Unit 3:: Day 04 Beven More Sentences			
• Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 04 Wore, More, More, • Unit 5: Day 04 Write a Riyme • Unit 5: Day 04 Write a Riyme • Unit 5: Day 04 Write a Riyme • Unit 3b: Day 05 EEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant- Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. Writing Toguency Words Unit 3b: Day 04 EEVEL EXPECTATION Writing Toguency Words Unit 3b: Day 05 High Frequency Words Unit 3b: Day 06 Time to Write Vont 3b: Day 06 High Frequency Words Unit 3b: Day 06 New Writing Togues Vunt 3b: Day 06 New Writin			
Even More Sontences- Unit 3b: Day 09Formal Writing Assessment- Unit 3b: Day 01Poems, Poems- Unit 5: Day 02More, More- Unit 5: Day 04Write a Rhyme- Unit 5: Day 10Scoring ResearchDBJECTIVE / GRADELEVEL EXPECTATIONK.WF.3.c.Spill VC (Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.WritinaCityWord Wall- Unit 3: Day 02High Frequency Words- Unit 3: Day 03More High Frequency Words- Unit 3: Day 04Word Wall- Unit 3: Day 05More High Frequency Words- Unit 3: Day 05High Frequency Word Masters- Unit 3: Day 05High Stap 05The Checklist- Unit 3: Day 04More Informatively- Unit 3: Day 05Inform Again- Unit 3: Day 08New Writing Assessment- Unit 3: Day 09Format Writing Assessment- Unit 3: Day 09Formal Writing Assessment- Unit 3: Day 09Formal Writing Assessment- Unit 3: Day 09Formal Writing Assessment-			
• Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research OBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant- Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. Writiag Assessment -LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant- Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. Writing City • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 05 High Frequency Words • Unit 3a: Day 05 High Frequency Words • Unit 3a: Day 05 High Frequency Words • Unit 3a: Day 06 The to Write • Unit 3b: Day 03 Write a Ray 07 Find the Words • Unit 3b: Day 06			5
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• Unit 5: Day 01 Poems, Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a RHyme • Unit 6: Day 10 Scoring Research DBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vovel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity Unit 3:: Day 01 Word Wall Unit 3:: Day 03 More High Frequency Words Unit 3:: Day 04 Even More High Frequency Words Unit 3:: Day 05 High Frequency Words Unit 3:: Day 06 New Writing Topics • Unit 3:: Day 04 Write informatively • Unit 3:: Day 05 Time to Write • Unit 3:: Day 04 Write informatively • Unit 3:: Day 05 Time to Write • Unit 3:: Day 04 Word Maters • Unit 3:: Day 05 Time to Write • Unit 3:: Day 04 More Information • Unit			
• Unit 5: Day 02 More, More, More, More, More, Wore • Unit 5: Day 04 Writa a Rhyme • Unit 6: Day 10 Scoring Research DBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant- Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritinaCity • Unit 3:: Day 01 Word Wall • Unit 3:: Day 02 High Frequency Words • Unit 3:: Day 03 More High Frequency Words • Unit 3:: Day 04 High Frequency Words • Unit 3:: Day 03 More High Frequency Words • Unit 3:: Day 04 High Frequency Words • Unit 3:: Day 05 High Frequency Words • Unit 3:: Day 04 Write Informatively • Unit 3:: Day 05 High Frequency Words • Unit 3:: Day 06 The Pronoun "I" • Unit 3:: Day 08 New Writing Topics • Unit 3:: Day 04 More Informatively • Unit 3:: Day 04 More Informatively • Unit 3:: Day 06 The Pronoun "I" • Unit 3:: Day 06 Sentence: • Unit 30: Day 06 Promal Writing Assessment • Unit 30: Day 08 Promal Writing Assessment • Unit 30: Day 09 Formal Writing Assessment • Unit 3: Day 09 Formal Writing Assessment • Unit 3: Day 04 Write a Rhyme • Unit 5: Day 01 Poems, Poems, Po			
More, More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research DBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritinaCity • Unit 3: Day 04 Word Wall • Unit 3: Day 02 High Frequency Words • Unit 3: Day 04 Even More High Frequency Words • Unit 3: Day 04 Even More High Frequency Words • Unit 3: Day 04 Even More High Frequency Words • Unit 3: Day 04 Even More High Frequency Words • Unit 3: Day 04 Even More High Frequency Words • Unit 3: Day 04 • Unit 3: Day 04 Word Write • Unit 3: Day 04 Nore Information • Unit 3: Day 04 Nore Information • Unit 3: Day 06 Sontences • Unit 3: Day 06 Sontences • Unit 3: Day 08 Rever More Sentences			
OBJECTIVE / GRADE • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritinaCity • Unit 3:: Day 01 Vord Wall • Unit 3:: Day 02 High Frequency Words • Unit 3:: Day 02 High Frequency Words • Unit 3:: Day 04 Even More High Frequency Words • Unit 3:: Day 05 High Frequency Words • Unit 3:: Day 06 Time to Write • Unit 3:: Day 06 Time to Write • Unit 3:: Day 06 Unit 3:: Day 08 • Unit 3:: Day 09 New Writing Topics • Unit 3:: Day 08 New Write Informatively • Unit 3:: Day 06 The Checklist • Unit 3:: Day 04 Wore Information • Unit 3:: Day 06 Sentence Types • Unit 3:: Day 06 Sentence Types • Unit 3:: Day 09 Format Writing Assessment • Unit 3:: Day 09 Formal Writing Assessment • Unit 3:: Day 09 Format Writing Assessment • Unit 3:: Day 08 Even More Sentences • Unit 3:: Day 01 Poems, Poems, Poems, Poe			• Unit 5: Day 02
Write a Rhyme • Unit 6: Day 10 Scoring Research DBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant. Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word • Unit 3a: Day 06 Writing Topics • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 06 The Pronoun "I" • Unit 3a: Day 06 Nore High Steady 03 Write Information • Unit 3b: Day 04 Nore High Steady 05 Information • Unit 3b: Day 06 Nore High Steady 05 Information • Unit 3b: Day 06 Nore High Steady 06 Steatnees • Unit 3b: Day 06 Information • Unit 3b: Day 08 Nere More Sent			More, More, More
• Unit 6: Day 10 Scoring Research DBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant- Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 03 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 05 • Unit 3a: Day 05 • High Frequency Words • Unit 3a: Day 06 • Time to Write • Unit 3a: Day 06 • Time to Write • Unit 3a: Day 06 • Time to Write • Unit 3a: Day 03 • Wwriting Topics • Unit 3a: Day 03 • Wwriting Topics • Unit 3b: Day 03 • Wwrite Information • Unit 3b: Day 04 • More High Frequency Words • Unit 3b: Day 06 • The Checklist • Unit 3b: Day 06 • The Checklist • Unit 3b: Day 06 • Inform Again • Unit 3b: Day 06 • Inform Again • Unit 3b: Day 06 • Inform Again • Unit 3b: Day 06 • Sentences • Unit 3b: Day 06 • Sentences • Unit 3b: Day 08 • Even More Sentences • Unit 3b: Day 09 • Formal Writing Assessment • Unit 5: Day 02 • More, More, More • Unit 5: Day 02 • More, More, More • Unit 5: Day 04 • Write a Rhyme • Unit 6: Day 10 • Scoring Research			• Unit 5: Day 04
Scoring Research DBJECTIVE / GRADE LEVEL EXPECTATION K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant. Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 06 High Frequency Words • Unit 3a: Day 06 • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 08 New Writing Topics • Unit 3b: Day 06 The Checklist • Unit 3b: Day 06 Write Information • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Nore Minor More • Unit 3b: Day 08 Prevention • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Nore More Sentences • Unit 3b: Day 08 Even More Sentences • Unit			
DBJECTIVE / GRADE K.WF.3.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. WritingCity • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 02 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 06 New Writing Topics • Unit 3a: Day 08 New Writig Topics • Unit 3b: Day 08 New Tring Topics • Unit 3b: Day 08 New Tring Topics • Unit 3b: Day 09 The Pronoun "I" • Unit 3b: Day 06 Write Information • Unit 3b: Day 06 Nore High Frequency Bord • Unit 3b: Day 06 Bernence Types • Unit 3b: Day 06 Nore Inform Again • Unit 3b: Day 06 Nore Inform Mgain • Unit 3b: Day 06 Nore Inform Mgain • Unit 3b: Day 06 Formal Writing Assessment • Unit 3b: Day 08			
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• Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 06 High Frequency Words • Unit 3a: Day 06 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 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 01 Poems, Poems, Poems <td< td=""><td>OBJECTIVE / GRADE LEVEL EXPECTATION</td><td>K.WF.3.c.</td><td></td></td<>	OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.c.	
Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 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 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 08 New Writing Topics • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 Wore Indit Thermatively • Unit 3b: Day 04 More Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentences • Unit 3b: Day 04 More Information • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 01 Poems, Poems, Poems • Unit 5: Day 04 More, More, More • Unit 5: Day 04			WritingCity
• Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 00 The Checklist • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 More Information • Unit 3b: Day 06 Sentences • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 04 </td <td></td> <td></td> <td></td>			
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	LEVEL EXPECTATION		

		WritingCity • Unit 3a: Day 01
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		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		Unit 3a: Day 04 Even March
		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
		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 04
		Write a Rhyme
		• Unit 6: Day 10
		Scoring Research
	K.WF.3.e.	Attempt phonetic spelling of unknown words.
LEVEL EXPECTATION		WritingCity
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
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		Time to Write
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		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 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 04 Write a Rhyme • Unit 6: Day 10 Scoring Research
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.a.	Use frequently occurring nouns and verbs. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 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 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 08 Even More Sentences • Unit 3b: Day 09

		Formal Writing Assessment • Unit 5: Day 05 Color Words Rhymes
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.b.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). <u>WritingCity</u> • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.c.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 08 Even More Sentences • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.d.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 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

OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.e.	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 Produce and expand complete sentences in shared language activities. <u>WritingCity</u> • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I. <u>WritingCity</u> • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • 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 4: Day 02 That's Your Opinion

• Unit 4: Day 03 The Bost • Unit 4: Day 04 The Bost Part II • Unit 4: Day 05 The Bost Part II • Unit 4: Day 06 The Bost Part II • Unit 4: Day 07 The Bost Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 04 Write a Riyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 • Unit 5: Day 06 <tr< th=""><th></th><th></th><th>1</th></tr<>			1
OBJECTIVE / GRADE K.L.2.b. OBJECTIVE / GRADE K.L.2.b. K.L.2.b. K.L.2.b.			
OBJECTIVE / GRADE K.L.2.b. Recognize and name end punctuation. Write INFORMENT W.L.2.b.			
• Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 • Unit 4: Day 10 The Best - Dart W • Unit 5: Day 10 • Unit 5: Day 10 Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Write a Rhyme • Unit 5: Day 06 More Topics • Unit 5: Day 06 More Topics • Unit 3: Day 06 Time to Write • Unit 3: Day 06 Time to Write • Unit 3: Day 08 New Writing Topics • Unit 3: Day 08 New Writing Topics • Unit 3: Day 01 The Pronoun "" • Unit 3: Day 01 The Pronoun ""			
OBJECTIVE / GRADE K.L.2.b. Recognize and name end punctuation. Write INFORMER LEVEL EXPECTATION			
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OBJECTIVE / GRADE K.L.2.b. VEVEL EXPECTATION K.L.2.b. K.L.2.b. Recognize and new end punctuation. Writing City • Unit 3:: Day 08 Ywite Informatively • Unit 4: Day 10 The Checklist • Unit 4: Day 10 The Checklist • Unit 5: Day 02 More, More • Unit 5: Day 03 Poems, Poems, Poems • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 06 Opposites • Unit 5: Day 06 Write a Rhyme • Unit 5: Day 06 Opposites • Unit 5: Day 06 Write 3: Day 06 Opposites • Unit 3: Day 06 Opposites • Unit 3: Day 06 • Unit 3:: Day 06 Writing City • Unit 3:: Day 08 • Unit 3: Day 04 • Unit 3:: Day 04 Writing Topics • Unit 3:: Day 04 • Unit 3:: Day 04 • Unit 3:: Day 04 • Unit 3:: Day 04 • Unit 3:: Day 04 • Unit 3:: Day 04 • Unit 3:: Day 04 • Uni			
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+ Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 5: Day 01 Poems, Poems Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 05 Color Words Rhymes • Unit 6: Day 06 More, Int 6: Day 06 OBJECTIVE / GRADE LEVEL EXPECTATION K.L.2.b. Recognize and name end punctuation. Writing City • Unit 3: Day 06 Time to Write • Unit 3: Day 06 Writing Topics • Unit 3:: Day 01 Resons to Write • Unit 3:: Day 01 Reasons to Write • Unit 3:: Day 03 Write Informatively • Unit 3b: Day 03 Write Infor			
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Unit 3b: Day 07 More Sentences			
More Sentences			Sentence Types
• Unit 3b: Day 08			
Even More Sentences			
• Unit 3b: Day 09			
• Unit 4: Day 01			Formal Writing Assessment
Reasons to Write			Formal Writing Assessment • Unit 4: Day 01

		 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 01 The Checklist Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes Unit 6: Day 06 More Topics Unit 6: Day 10
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms. <u>WritingCity</u> • Unit 5: Day 06 Opposites

Arizona's College and Career Ready Standards

Language Arts

Grade: 1 - Adopted: 2016

STRAND	AZ.1.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.3.	Know and apply phonics and word analysis skills in decoding one- syllable or multisyllabic words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.f.	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 Glows 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 12 Using the Checklist Unit 6: Day 10 Editing Checklist
STRAND	AZ.1.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 12 Revising the Assessment Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>WritingCity</u> • Unit 1: Day 05 People and Events

		• Unit 1: Day 06
		Things and Places
		• Unit 3: Day 01
		Why do we Write? • Unit 3: Day 02
		Reasons to Write
		• Unit 3: Day 04
		What is a Fact?
		• Unit 3: Day 05
		Planning for Informative Writing • Unit 3: Day 06
		Writing to Inform
		• Unit 3: Day 07
		Introductory Sentence
		• Unit 3: Day 08
		Past Tense Verbs • Unit 3: Day 09
		Concluding Statement
		• Unit 3: Day 10
		Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum • Unit 3: Day 12
		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
PERFORMANCE	1.W.3.	Write narratives in which they recount two or more appropriately
OBJECTIVE / PROFICIENCY LEVEL		sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense
LEVEL		of closure.
		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 Ouestions 2
		Questions?
		Questions? • Unit 2a: Day 11
		Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12
		Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events
		Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13
		Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist
		Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14
		Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist
		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

		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 • Unit 5: Day 04 Narrative Writing with 4 Ws
		 Unit 5: Day 05 The Candy House Unit 5: Day 06 Expand a Sentence Unit 5: Day 10 Assessment Writing
STRAND	AZ.1.W.	Writing Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.5.	Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		WritingCity • 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 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details

PERFORMANCE OBJECTIVE / PROFICIENCY	1.W.6.	 Unit 4: Day 08 Revising with a Peer Unit 4: Day 12 Revising the Assessment Writing Unit 5: Day 03 Revising a Peer's 4 W Piece Unit 5: Day 05 The Candy House Unit 5: Day 11 Revising the Assessment Piece Unit 6: Day 03 What Will You Need? Unit 6: Day 04 Verb Tenses Unit 6: Day 05 Glows and Grows Unit 6: Day 06 Review Focus Skills Unit 6: Day 08 Finishing the Assessment Unit 6: Day 08 Finishing the Assessment Unit 6: Day 09 Answering the Revising Question Unit 6: Day 10 Editing Checklist
LEVEL		peers.
		WritingCity • Unit 6: Day 10 Editing Checklist
STRAND	AZ.1.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <u>WritingCity</u> • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03

		What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.1.	Demonstrate and apply handwriting skills.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.1.a.	Write upper and lower case manuscript alphabet from memory using correct letter formation. <u>WritingCity</u> • 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
STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.a.	Spell common, regular, single-syllable words using:
GRADE LEVEL EXPECTATION	1.WF.3.a.1.	Short vowels and single consonants. <u>WritingCity</u> • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • 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

		 Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events Unit 2a: Day 13 The Checklist 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 Glows and Grows Unit 2b: Day 07 Editing Unit 5: Day 08 The Editing Checklist Unit 5: Day 12 Using the Checklist Unit 5: Day 10 Editing Checklist
STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.b.	With prompting and support, spell on-level words with inflectional endings:
GRADE LEVEL EXPECTATION	1.WF.3.b.3.	Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest). WritingCity Unit 4: Day 05 Adjectives
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
STRAND	AZ.1.WF.	Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.d.	Spell grade-level appropriate words in English as found in a research-based list, including:
GRADE LEVEL EXPECTATION	1.WF.3.d.1.	Irregular words (e.g., said, what, are, they, was). WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 07 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 05 Fluffy the Cat • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 6: Day 10 Editing Checklist • Unit 6: Day 10 Editing Checklist
STRAND CONCEPT / STANDARD	AZ.1.WF.	Writing Standards: Foundational Skills Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.e.	Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions. <u>WritingCity</u> • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places

		 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 12 Recounting Events Unit 2a: Day 13 The Checklist Unit 2a: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 07 Glows and Grows Unit 2b: Day 07 Editing Unit 2b: Day 07 Editing Unit 2b: Day 07 Editing Unit 5: Day 08
		 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 • Unit 6: Day 10 Editing Checklist
STRAND	AZ.1.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.a.	Use common, proper, and possessive nouns. <u>WritingCity</u> • 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 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions

		 Unit 3: Day 03 Nouns Unit 3: Day 04 What is a Fact? Unit 3: Day 05 Planning for Informative Writing Unit 3: Day 06 Writing to Inform Unit 3: Day 12 Adding a Conclusion Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 14 Informative/Explanatory Writing Unit 6: Day 01 "How To" Unit 6: Day 02 The "How To" Plan Unit 6: Day 03 What Will You Need?
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.b.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).
		WritingCity• Unit 3: Day 11Sarah Went to the Museum• Unit 3: Day 13Planning the Writing Assessment• Unit 3: Day 14Informative/Explanatory Writing• Unit 4: Day 09Writing with Prepositions• Unit 4: Day 10The Best Thing to Do With a Friend• Unit 4: Day 11Assessment Writing
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.c.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). WritingCity • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.d.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

		WritingCity
		Unit 3: Day 07 Introductory Sontence
		Introductory Sentence • Unit 3: Day 08
		Past Tense Verbs
		• Unit 3: Day 09
		Concluding Statement
		• Unit 3: Day 10
		Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum
		• Unit 3: Day 12
		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 09
		Writing with Prepositions
		Unit 4: Day 10
		The Best Thing to Do With a Friend
		Unit 4: Day 11
		Assessment Writing • Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05
		Glows and Grows
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment
OBJECTIVE / GRADE	1.L.1.e.	Use frequently occurring adjectives.
LEVEL EXPECTATION	1.L.1.e.	ose frequentity occurring aujectives.
		WritingCity
		• Unit 4: Day 05
		Adjectives
		Unit 4: Day 06 Reviewing the Focus Skills
		• Unit 4: Day 06
		• Unit 4: Day 06 Reviewing the Focus Skills
		• Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need?
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 4: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08
		 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
OBJECTIVE / GRADE	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
	1.L.1.f.	 Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing Unit 6: Day 03 What Will You Need? Unit 6: Day 05 Glows and Grows Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment

		• Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11
		Assessment Writing
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.g.	Use determiners (e.g., articles, demonstratives). <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
OBJECTIVE / GRADE	1.L.1.h.	Use frequently occurring prepositions (e.g., during, beyond,
		toward). WritingCity • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.i.	Produce and expand complete simple and compound sentences. WritingCity • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.j.	In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. <u>WritingCity</u> • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.K.	Write multiple sentences in an order that supports a main idea or story. <u>WritingCity</u> • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND	AZ.1.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE	1.L.2.	Demonstrate command of the conventions of Standard English
OBJECTIVE / PROFICIENCY LEVEL		capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.a.	Capitalize dates and names of people.
		WritingCity • Unit 2a: Day 03
		Topics and Planning
		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 14
		Score with a Rubric
		• Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 3: Day 03
		Nouns
		• Unit 3: Day 04
		What is a Fact?
		Unit 3: Day 05
		Planning for Informative Writing
		• Unit 3: Day 06
		Writing to Inform • Unit 3: Day 07
		Introductory Sentence
		Unit 3: Day 08
		Past Tense Verbs
		• Unit 3: Day 09
		Concluding Statement
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 5: Day 01
		4 Ws
		• Unit 5: Day 02
		Planning with 4 Ws
		• Unit 5: Day 05
		The Candy House
		• Unit 5: Day 07
		Editing
		Unit 5: Day 08 The Editing Checklist
		The Editing Checklist
		Unit 5: Day 09 Poor Editing
		Peer Editing
		Unit 5: Day 12 Using the Checklist
		Using the Checklist • Unit 6: Day 02
		• Onit 6: Day 02 The "How To" Plan
OBJECTIVE / GRADE	1.L.2.b.	Use end punctuation for sentences.
LEVEL EXPECTATION	11	
		WritingCity

		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 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 14 Remembering the Focus Skills
		Unit 4: Day 02 Prepositions Unit 4: Day 03 Stating your Opinion
		 Unit 4: Day 04 Using Prepositions Unit 4: Day 09 Writing with Prepositions Unit 4: Day 10
		The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 5: Day 05
		The Candy House • 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 Unit 6: Day 10 Editing Checklist
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.c.	Use commas in dates and to separate single words in a series. <u>WritingCity</u> • Unit 3: Day 09
		Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14
		Informative/Explanatory Writing • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
		 Unit 6: Day 04 Verb Tenses Unit 6: Day 07 Assessment Writing Unit 6: Day 08
STRAND	AZ.1.L.	Finishing the Assessment Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.d.	With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings. <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND	AZ.1.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing

Arizona's College and Career Ready Standards

Language Arts

Grade: 2 - Adopted: 2016

STRAND	AZ.2.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <u>WritingCity</u> • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words

		 Unit 4: Day 03 Reflexive Pronouns Unit 4: Day 04 Revising and Editing with a Checklist Unit 4: Day 05 Peer Revising Unit 4: Day 07 Planning Unit 4: Day 08 Contractions Unit 4: Day 09 Revising and Editing Unit 4: Day 10 Writing a Letter Unit 4: Day 11 Formal Writing Assessment: Planning Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising Checklist • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Write inf Sheav 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing With Short and Long Sentences • Unit 3b: Day 09 Planning

		 Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 3b: Day 17 Formal Writing Assessment: Publishing Unit 6: Day 06 4 Paragraph Planning SheetPart 1 Unit 6: Day 07 4 Paragraph Planning SheetPart 2 Unit 6: Day 08 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 2
STRAND	AZ.2.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.5.	Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 3: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising to Add Adjectives and Adverbs • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3a: Day 03 Defining Nouns • Unit 3b: Day 04

• Unit 3b: Day 06
Practicing Planning a 2 Paragraph Piece
• Unit 3b: Day 07
Practicing with Short and Long Sentences
• Unit 3b: Day 08
Revising with a Checklist
• Unit 3b: Day 09
Planning
• Unit 3b: Day 10
Writing 2 Paragraphs
• Unit 3b: Day 11 Editing
• Unit 3b: Day 12
Formal Writing Assessment: Planning
• Unit 3b: Day 13
Formal Writing Assessment - Part 1
• Unit 3b: Day 14
Formal Writing Assessment - Part 2
• Unit 3b: Day 15
Formal Writing Assessment: Revising and Editing
• Unit 3b: Day 16
Formal Writing Assessment: Scoring
• Unit 3b: Day 17
Formal Writing Assessment: Publishing
• Unit 4: Day 01
Facts and Opinions
• Unit 4: Day 02
Linking Words
• Unit 4: Day 03
Reflexive Pronouns • Unit 4: Day 04
Revising and Editing with a Checklist
• Unit 4: Day 05
Peer Revising
• Unit 4: Day 07
Planning
• Unit 4: Day 08
Contractions
• Unit 4: Day 09
Revising and Editing
• Unit 4: Day 10
Writing a Letter
• Unit 4: Day 11
Formal Writing Assessment: Planning
• Unit 4: Day 12
Formal Writing Assessment Unit 4: Day 13
Formal Writing Assessment: Revising and Editing
• Unit 4: Day 15
Formal Writing Assessment: Scoring with a Rubric
• Unit 5: Day 07
Revising to Add Adjectives and Details
• Unit 5: Day 08
Peer Revision
• Unit 5: Day 11
Formal Writing Assessment: Revising
• Unit 5: Day 12
Using Temporal Words
Unit 6: Day 06
4 Paragraph Planning SheetPart 1
 Unit 6: Day 07 Paragraph Planning SheetPart 2
• Unit 6: Day 08
Formal Writing Assessment Part 1
Unit 6: Day 09

		Formal Writing Assessment Part 2 • Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing Unit 6: Day 11
		Formal Writing Assessment: Scoring with a Rubric
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		WritingCity • Unit 4: Day 06 Publishing
		• 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
STRAND	AZ.2.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
		<u>WritingCity</u> • Unit 6: Day 01 Writing Definitions
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 03 Adjectives • Unit 6: Day 05
		Research Resources • Unit 6: Day 06
		4 Paragraph Planning SheetPart 1 • Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
		WritingCity • Unit 3b: Day 02
		Defining Nouns
		• Unit 3b: Day 03 Defining Nouns Part 2
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07
		Practicing with Short and Long Sentences Unit 3b: Day 09
		Planning • Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		Unit 3b: Day 14 Formal Writing Assessment - Part 2
		Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
		• Unit 6: Day 01 Writing Definitions
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 03
		Adjectives

STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.2.L. 2.L.1.	• Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2 Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group). WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 6: Day 02 Collective Nouns • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). WritingCity • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 02 Defining Nouns • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 02 Collective Nouns
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves). WritingCity • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 05 Planning • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment

		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.d.	Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). <u>WritingCity</u> • Unit 2: Day 02
		Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05
		Narrative Writing: Revising by Adding Details Unit 2: Day 10
		Narrative Writing: Review Focus Skills Scavenger Hunt Unit 5: Day 02
		Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Dect Tance Day 4
		Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning
		Unit 5: Day 10 Formal Writing Assessment
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
		WritingCity • Unit 1: Day 04
		Traits: Voice • Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist
		Unit 3a: Day 09 Write Informative Text Part 2
		• Unit 3a: Day 12 Formal Writing Assessment
		• Unit 5: Day 05 Adjectives
		Unit 5: Day 06 Possessive and Plural Nouns
		 Unit 5: Day 07 Revising to Add Adjectives and Details Unit 5: Day 09
		Formal Writing Assessment: Planning • Unit 5: Day 10
		Formal Writing Assessment • Unit 6: Day 03
		Adjectives • Unit 6: Day 04 Alliteration with Adjectives & Adverts
		Alliteration with Adjectives & Adverbs • Unit 6: Day 08 Formal Writing Assessment Part 1
		• Unit 6: Day 09 Formal Writing Assessment Part 2
		 Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STRAND	AZ.2.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.a.	Capitalize holidays, product names, and geographic names. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.b.	Use commas in greetings and closings of letters. <u>WritingCity</u> • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage \rightarrow badge; boy \rightarrow boil). WritingCity

		 Unit 1: Day 07 Traits: Conventions Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 06 Possessive and Plural Nouns
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <u>WritingCity</u> • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STRAND	AZ.2.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <u>WritingCity</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns

Arizona's College and Career Ready Standards

Language Arts

Grade: 3 - Adopted: 2016

STRAND	AZ.3.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>WritingCity</u> • 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 20 Read, Reread, Respond and Score

		 Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.2.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
		WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STRAND	AZ.3.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>WritingCity</u> • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
OBJECTIVE / PROFICIENCY	3.RL.4. 3.RL.5.	text, distinguishing literal from nonliteral language. <u>WritingCity</u> • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20
OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY		text, distinguishing literal from nonliteral language. <u>WritingCitv</u> • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. <u>WritingCitv</u> • Unit 5: Day 18
OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY	3.RL.5.	text, distinguishing literal from nonliteral language. WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature Distinguish one's own point of view from that of the narrator or those of the characters. WritingCity • Unit 2: Day 18
OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.5. 3.RL.6.	text, distinguishing literal from nonliteral language. WritingCity Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature Distinguish one's own point of view from that of the narrator or those of the characters. WritingCity Unit 2: Day 18 Writers Respond to Questions and Prompts
OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND	3.RL.5. 3.RL.6.	text, distinguishing literal from nonliteral language. WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature Distinguish one's own point of view from that of the narrator or those of the characters. WritingCity • Unit 2: Day 18 Writers Respond to Questions and Prompts Reading Standards for Literature

		• Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20
		Read, Reread, Respond and Score • Unit 2: Day 21
		Read, Reread, Respond and Score
		Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 3 OBJECTIVE / PROFICIENCY LEVEL		Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		• 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
		WritingCity
		• 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
STRAND		Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND /	AZ.3.RI.	Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text
CONCEPT / STANDARD	AZ.3.RI.	• Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure
CONCEPT / STANDARD	AZ.3.RI. 3.RI.4.	Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	• Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	• Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>WritingCity</u> • Unit 3b: Day 16
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	• Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity • Unit 3b: Day 16 Vocabulary in a Text
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	 • Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	 Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	 Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.RI. 3.RI.4.	 Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AZ.3.RI. 3.RI.4.	 Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity 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
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AZ.3.RI. 3.RI.4. 3.RI.5.	 Unit 4: Day 13 Response to Text- Comparing Two Texts Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity 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 3b: Day 14 Nonfiction Text Feature
		• 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
STRAND	AZ.3.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		WritingCity • Unit 3b: Day 15
		3-2-1- Highlight! • Unit 3b: Day 16
		Vocabulary in a Text
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two
PERFORMANCE	3.RI.9.	Compare and contrast the most important points and key details
OBJECTIVE / PROFICIENCY		presented in two texts on the same topic.
LEVEL		<u>WritingCity</u> • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND	AZ.3.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
		WritingCity
		Unit 4: Day 12 Response to Text- A Taste of Two
		• Unit 4: Day 13
		Response to Text- Comparing Two Texts
STRAND	AZ.3.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE		
LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
LEVEL EXPECTATION	3.RF.4.a.	WritingCity
LEVEL EXPECTATION	3.RF.4.a.	WritingCity • Unit 2: Day 16
LEVEL EXPECTATION	3.RF.4.a.	WritingCity • Unit 2: Day 16 Intro to Response Writing
LEVEL EXPECTATION	3.RF.4.a.	WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17
LEVEL EXPECTATION	3.RF.4.a.	WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES
LEVEL EXPECTATION	3.RF.4.a.	WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17

		Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.1.	Write opinion pieces on topics or texts, using reasons to support one's point of view
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.a.	Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons WritingCity
		 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 • Unit 4: Day 10 Revising
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
		WritingCity • Unit 4: Day 06 Mini Stories Support Your Thesis
		 Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09
		Formal Writing Assessment • Unit 4: Day 10 Revising
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.d.	Provide a concluding statement or section. <u>WritingCity</u> • 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
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

	n 	
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	WritingCity • 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 10 Treacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing and Scoring • Unit 3b: Day 02 Becoming Experts • Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 03 Formal Writing Assessment • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07
	3 W 2 h	Scoring with a Rubric
	5.00.2.0.	WritingCity

		• Unit 3a: Day 08
		Score and Organize
		• 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 Easter Definitions and Details
		Facts, Definitions, and Details
		Unit 3b: Day 04 Junit and Transition Words
		Linking and Transition Words
		Unit 3b: Day 05 Voice and Word Choice
		Unit 3b: Day 06 Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09 Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• 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 14
		Scoring with a Rubric
	2.14/.0	
OBJECTIVE / GRADE	3.W.2.c.	Use linking words and phrases (e.g., also, another, and, more, but)
LEVEL EXPECTATION		to connect ideas within categories of information
		WritingCity
		WritingCity
		Unit 3a: Day 06 Paragraphs and Linking Words
		Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
1		Revising with A.R.M.S.
		• Unit 3b: Day 04

OBJECTIVE / GRADE	3.W.2.d.	Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
LEVEL EXPECTATION	3.W.2.a.	Provide a concluding statement or section. <u>WritingCity</u> • 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
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD	A2.3.W.	.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 What is a Fable? • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words

		Unit 5: Day 12 Score, Plan, & Talk! Unit 5: Day 13 Score, Plan, & Write! Unit 5: Day 14
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.b.	Formal Writing Assessment Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 04 Caracters • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 16
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.c.	Volit 3: Day 16 Revising Fables Use temporal words and phrases to signal event order WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02 What is a Fable?

		 Unit 5: Day 03 Planning Wheels Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out Unit 5: Day 09 Linking and Transition Words Unit 5: Day 12 Score, Plan, & Talk! Unit 5: Day 13 Score, Plan, & Write! Unit 5: Day 14 Formal Writing Assessment
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.d.	Provide a sense of closure. <u>WritingCity</u> • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.4.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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 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 3: Day 01 Informational Writing • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18

		Scoring a Response
		• 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
		• 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
		e .
		• 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
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
DEDEODMANOS	2 M/ E	
PERFORMANCE	3.W.5.	With guidance and support from peers and adults, develop and
OBJECTIVE / PROFICIENCY		
		strengthen writing as needed by planning, revising, and editing.
LEVEL		(Editing for conventions should demonstrate command of
LEVEL		
LEVEL		(Editing for conventions should demonstrate command of
LEVEL		(Editing for conventions should demonstrate command of
LEVEL		(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) WritingCity
LEVEL		(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) <u>WritingCity</u> • Unit 1: Day 01
LEVEL		(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) <u>WritingCity</u> • Unit 1: Day 01 Getting Ready to Write: Topics
LEVEL		 (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) WritingCity Unit 1: Day 01 Getting Ready to Write: Topics Unit 1: Day 08
LEVEL		 (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) WritingCity Unit 1: Day 01 Getting Ready to Write: Topics Unit 1: Day 08 Getting Ready for Writing
LEVEL		 (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) WritingCity Unit 1: Day 01 Getting Ready to Write: Topics Unit 1: Day 08

• Unit 2: Day 08
Planning
• Unit 2: Day 09
How to Bait a Reader
• Unit 2: Day 11
The 6 Traits Rubric
• Unit 2: Day 12
Writing From Experience
• Unit 2: Day 13
Scoring with a Rubric
• Unit 2: Day 15
EditingGlows and Grows
• Unit 2: Day 16
Intro to Response Writing
• Unit 2: Day 17
Off to the RACES
• Unit 2: Day 18
Writers Respond to Questions and Prompts
• Unit 2: Day 19
Using the Checklist
Unit 2: Day 20
Read, Reread, Respond and Score
Unit 2: Day 21
Read, Reread, Respond and Score
• Unit 3a: Day 03
Narrative vs. Non-Narrative
• Unit 3a: Day 04
Voice
Unit 3a: Day 05
Introductions and Topic Sentences
• Unit 3a: Day 09
Score and Brainstorm
Unit 3a: Day 10 Teacher Medaling and Planning
Teacher Modeling and Planning • Unit 3a: Day 12
Revising with A.R.M.S.
• Unit 3a: Day 13
Editing and Scoring
• Unit 3b: Day 04
Linking and Transition Words
• Unit 3b: Day 09
Planning Sheets
• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 12
Editing Checklist
• Unit 3b: Day 13
Scoring Our Writing
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• 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
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
		• Unit 5: Day 17
		Editing Fables
		• 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 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 12
		Revising Ears
		Revising Ears • Unit 6: Day 13
		• Unit 6: Day 13
		 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
		 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16
		 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
DEDEODMANCE	3 W 6	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration
	3.W.6.	• Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce
OBJECTIVE / PROFICIENCY	3.W.6.	• Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact
-	3.W.6.	• Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce
OBJECTIVE / PROFICIENCY	3.W.6.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
OBJECTIVE / PROFICIENCY	3.W.6.	• Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity
OBJECTIVE / PROFICIENCY	3.W.6.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15
OBJECTIVE / PROFICIENCY LEVEL		 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology
OBJECTIVE / PROFICIENCY LEVEL	3.W.6. AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE		 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity • Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge Conduct short research projects that build knowledge about a
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic.
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic. WritingCity
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic. WritingCity Unit 6: Day 01
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic. WritingCity Unit 6: Day 01 Start by Choosing a Topic
OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.3.W.	 Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity Unit 6: Day 15 Publishing with Technology Writing Standards Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic. WritingCity Unit 6: Day 01

Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • 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 10 Ready, Set, Write! • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 14 Scoring with a Rubric	r gather information from tes on sources and sort
Scoring with a Rubric STRAND AZ.3.W. Writing Standards CONCEPT / STANDARD Range of Writing PERFORMANCE 3.W.10.	
CONCEPT / STANDARD Range of Writing PERFORMANCE 3.W.10. Write routinely over extended time frames (time frames)	
PERFORMANCE 3.W.10. Write routinely over extended time frames (til	
OBJECTIVE / PROFICIENCY LEVEL reflection, and revision) and shorter time fran a day or two) for a range of discipline-specific audiences. WritingCity	ne frames (a single sitting or

Getting Ready to Write: Topics
Unit 1: Day 08 Cotting Boady for Writing
Getting Ready for Writing • Unit 2: Day 07
Writing the Whole Story
• Unit 2: Day 08
Planning
• Unit 2: Day 09
How to Bait a Reader
• Unit 2: Day 11 The 6 Traits Rubric
• Unit 2: Day 12
Writing From Experience
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• Unit 3a: Day 03
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• Unit 3a: Day 04 Voice
• Unit 3a: Day 05
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• Unit 3a: Day 09
Score and Brainstorm
Unit 3a: Day 10 Teacher Medeling and Planning
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
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• 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
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• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
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• Unit 4: Day 10
Revising
• Unit 4: Day 11
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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 Exclusion Talk is Out
Fable Planning: Talk it Out
Unit 5: Day 10
Possessives and Plurals, Oh My! Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
• Unit 5: Day 13
Score, Plan, & Write!
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
• Unit 5: Day 17
Editing Fables
• 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 • Unit 6: Day 16 Reflection and Celebration
STRAND	AZ.3.W.F	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.b.	Identify language of origin for words, as noted in dictionaries <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.c.	Spell singular and plural possessives (e.g., teacher's, teachers') WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1. 3.L.1.a.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
		<u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01

		Real Narrative • Unit 2: Day 02 Adverbs • Unit 2: Day 14 RevisingGlows and Grows • Unit 3b: Day 05 Voice and Word Choice • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 5: Day 04 Fables and Focus • Unit 5: Day 04 Fables and Focus • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 16 Revising Fables • Unit 5: Day 17 Editing Fables
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.b.	Form and use regular and irregular plural nouns <u>WritingCitv</u> • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.c.	Use abstract nouns (e.g., childhood) <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs <u>WritingCity</u> • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.e.	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) <u>WritingCitv</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 04 Fables and Focus

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.h.	Use coordinating and subordinating conjunctions WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 5: Day 01 Meeting Aesop • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.i.	Produce simple, compound, and complex sentences WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure. WritingCity • Unit 3a: Day 01 Informational Writing

		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		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 03
		Facts, Definitions, and Details
		• Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• Unit 4: Day 03
		Opinions and Advertising
		• Unit 4: Day 04
		What's Your Opinion?
		• Unit 4: Day 06
		Mini Stories Support Your Thesis
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment
		• Unit 4: Day 10
		Revising
		• 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 14
		Coordina with a Dubaia
		Scoring with a Rubric
STRAND	AZ.3.L.	Scoring with a Rubric Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles <u>WritingCitv</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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.b.	Use commas in addresses <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.c.	Use commas and quotation marks in dialogue WritinqCity • 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 04 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3: Day 04 Voice • Unit 5: Day 04 Voice • Unit 5: Day 04 Fables and Focus • Unit 5: Day 04 Fables and Focus • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 16 Revising Fables • Unit 5: Day 17 Editing Fables
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.d.	Form and use possessives.

STRAND	AZ.3.L.	WritingCity• Unit 1: Day 076 Traits: Conventions• Unit 3a: Day 13Editing and Scoring• Unit 3b: Day 12Editing Checklist• Unit 4: Day 11Editing and Scoring• Unit 5: Day 10Possessives and Plurals, Oh My!• Unit 5: Day 12Score, Plan, & Talk!• Unit 5: Day 17Editing Fables
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 10 Formal Writing Assessment • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them). WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 13 Scoring a Response • Unit 3b: Day 18 Scoring a Response

Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising Unit 4: Day 12 Response to Text- A Taste of Two Unit 5: Day 05 Action Words Unit 5: Day 07 Fable Beginnings Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables

Arizona's College and Career Ready Standards

Language Arts

Grade: 4 - Adopted: 2016

STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19

		Writers Respond Through Opinions
		• Unit 2: Day 20
		Read, Reread and Respond
		Unit 2: Day 21 Reread, Respond and Score
		• Unit 3b: Day 15
		Response Writing and Text Features
		Unit 3b: Day 17 Nonfiction Choice Cards
		• 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 05
		Dialogue and Punctuation
		Unit 5: Day 12 Response to Text
		• Unit 5: Day 13
		Compare and Contrast
STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY	4.RL.6.	Compare and contrast the point of view from which different stories
LEVEL		are narrated, including the difference between first-and third-person narrations.
		WritingCity
		Unit 5: Day 13 Compare and Contrast
STRAND	AZ.4.RL.	Reading Standards for Literature
		Intermetical of the surfactory and takens
CONCEPT / STANDARD	4 PL 0	Integration of Knowledge and Ideas
PERFORMANCE	4.RL.9.	Compare and contrast the treatment of similar themes and topics
	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different
PERFORMANCE OBJECTIVE / PROFICIENCY	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the
PERFORMANCE OBJECTIVE / PROFICIENCY	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
PERFORMANCE OBJECTIVE / PROFICIENCY	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u>
PERFORMANCE OBJECTIVE / PROFICIENCY	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
PERFORMANCE OBJECTIVE / PROFICIENCY	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCitv</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCitv</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.RL.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AZ.4.RL. 4.RL.10.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND	AZ.4.RL. 4.RL.10.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score <u>Reading Standards for Informational Text</u> <u>Key Ideas and Details</u> Refer to details and examples in a text when explaining what the
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD	AZ.4.RL. 4.RL.10. AZ.4.RI.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast <u>Reading Standards for Literature</u> <u>Range of Reading and Level of Text Complexity</u> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score <u>Reading Standards for Informational Text</u> <u>Key Ideas and Details</u>

		WritingCity
		WritingCity Unit 2: Day 16
		Intro to Response to Text
		• Unit 3b: Day 15
		Response Writing and Text Features
		• Unit 3b: Day 16
		Nonfiction Text Summaries • Unit 3b: Day 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		• Unit 4: Day 02
		What Do We Think of Zoos? • Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		• Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 05
		Paraphrasing Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
PERFORMANCE	4.RI.2.	Determine the main idea of a text and explain how it is supported by
OBJECTIVE / PROFICIENCY		key details; summarize the text.
LEVEL		
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text • Unit 3b: Day 15
		Response Writing and Text Features
		• Unit 3b: Day 16
		Nonfiction Text Summaries
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
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		What Do We Think of Zoos?
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		Unit 5: Day 12 Response to Text
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
1		
		• Unit 6: Day 07
	4 01 2	• Unit 6: Day 07 Finishing the Journal
PERFORMANCE	4.RI.3.	• Unit 6: Day 07 Finishing the Journal Explain events, procedures, ideas, or concepts in a historical,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.3.	Unit 6: Day 07 Finishing the Journal Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,
OBJECTIVE / PROFICIENCY	4.RI.3.	• Unit 6: Day 07 Finishing the Journal Explain events, procedures, ideas, or concepts in a historical,
OBJECTIVE / PROFICIENCY	4.RI.3.	Unit 6: Day 07 Finishing the Journal Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. WritingCity
OBJECTIVE / PROFICIENCY	4.RI.3.	Unit 6: Day 07 Finishing the Journal Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

STRAND	AZ.4.RI.	Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.Rl.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided. <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 19 Response to Text - Idea Swap • Unit 4: Day 12 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
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <u>WritingCity</u> • Unit 3b: Day 15 Response Writing and Text Features
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text. <u>WritingCitv</u> • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards

		 Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <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 19 Response to Text - Idea Swap • Unit 4: Day 12 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
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading

		• Unit 2: Day 20
		Read, Reread and Respond Unit 2: Day 21
		Reread, Respond and Score
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.1.a.	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
		WritingCity • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03
		5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin!
		Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! Unit 4: Day 06
		Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1
		Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09
		Revising Ears
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
		WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09 Revising Ears
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.1.d.	Provide a concluding statement or section related to the opinion presented.
		WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

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		WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • 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 Note-Taking Journal - Part 1 • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Neardy, Set, Write! • Unit 6: Day 12 Unit 6: Day 10 Planning Continued • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
		WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10

		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• 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 Note-Taking Journal - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
	4 14/ 0 -	
OBJECTIVE / GRADE	4.W.2.c.	Link ideas within categories of information using words and
LEVEL EXPECTATION		phrases (e.g., another, for example, also, because)
		Maitin a City
		WritingCity
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 04
		Linking Words
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		• Unit 3b: Day 06 Domain-Specific Vocabulary
		• Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs!
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S.
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write!
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing!
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12
		 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing!
	4W2d	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
OBJECTIVE / GRADE	4.W.2.d.	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
	4.W.2.d.	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic
	4.W.2.d.	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic WritingCity
	4.W.2.d.	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic WritingCity Unit 3a: Day 04
	4.W.2.d.	 Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic WritingCity

		Clowe and Crowe Bart 2
		Glows and Grows - Part 2 • Unit 3b: Day 03
		Definitions
		Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10 Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		Unit 6: Day 10 Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
OBJECTIVE / GRADE	4.W.2.e.	Provide a concluding statement or section related to the
LEVEL EXPECTATION		information or explanation presented.
		WritingCity
		Unit 3a: Day 03 Using the Blooming Sheet
		Using the Planning Sheet • Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 05
		Reworking Conclusions
		Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 07
		Writing Strong Conclusions
		• Unit 3b: Day 12 Revising with A.R.M.S.
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE	4.W.3.	Write narratives to develop real or imagined experiences or events
OBJECTIVE / PROFICIENCY	W.J.	using effective technique, descriptive details, and clear event
LEVEL		sequences
OBJECTIVE / GRADE	4.W.3.a.	Orient the reader by establishing a situation and introducing a
LEVEL EXPECTATION		narrator and/or characters; organize an event sequence that
		unfolds naturally
		<u>WritingCity</u>

		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03
		Organization
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		Unit 2: Day 12 Formal Writing
		• Unit 5: Day 01
		What is a Legend?
		• Unit 5: Day 03
		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		Unit 5: Day 10 Compare Characters
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03
		Organization
		• Unit 1: Day 04 Voice
		• 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 09 Securing With A Bubric Bort 4
		Scoring With A Rubric - Part 1 • Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3b: Day 08
		Revising
		• Unit 5: Day 01
		What is a Legend? • Unit 5: Day 03
		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		• 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 10
		Compare Characters
OBJECTIVE / GRADE	4.W.3.c.	Use a variety of transitional words and phrases to manage the
LEVEL EXPECTATION		sequence of events
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03 Organization
		• Unit 2: Day 05
		Transitioning Smoothly
L	n	

		• Unit 2: Day 08
		Show And Tell Review
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 10 Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3a: Day 01
		The Elements
		• Unit 5: Day 01
		What is a Legend?
		• Unit 5: Day 03
		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 10
		Compare Characters
OBJECTIVE / GRADE	4.W.3.d.	Use concrete words and phrases and sensory details to convey
LEVEL EXPECTATION		experiences and events precisely
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03
		Organization
		• Unit 1: Day 04
		Voice
		• 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
		Writing With Sensory Details
		Unit 2: Day 08 Show And Tall Deviau
		Show And Tell Review • Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 5: Day 01
		What is a Legend?
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 03
		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 08
		Check-in and Write!
		• Unit 5: Day 10
		Compare Characters
OBJECTIVE / GRADE	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or
LEVEL EXPECTATION		events.
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		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03
		1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
STRAND		
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
		WritingCity • Unit 1: Day 02 Ideas • Unit 2: Day 11 Planning • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My!

	II	• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09
		Revising Ears
		• 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 08
		Check-in and Write!
		Unit 5: Day 12 Response to Text
		• Unit 5: Day 13
		Compare and Contrast • Unit 6: Day 11
		Ready, Set, Write!
		Unit 6: Day 12
		Just Keep Writing, Just Keep Writing! • Unit 6: Dav 13
		Formal Writing: Research Piece - Part 1
PERFORMANCE	4.W.5.	With guidance and support from peers and adults, develop and
OBJECTIVE / PROFICIENCY LEVEL		strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of
		Language standards 1–3 up to and including grade 4).
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		Unit 2: Day 03 Honoring Good Writing With Revision
		• Unit 2: Day 05
		Transitioning Smoothly • Unit 2: Day 06
		A Character's Voice
		Unit 2: Day 07 The Conventions of Dialogue
		Unit 2: Day 11
		Planning
		Unit 2: Day 13 Scoring Your Own Writing
		• Unit 2: Day 14
		Revising and Editing • Unit 2: Day 15
		Scoring Your Own Writing
		• Unit 2: Day 16
		Intro to Response to Text • Unit 2: Day 17
		Ways Writers Respond to Reading
		Unit 2: Day 18 Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		Unit 2: Day 20 Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score Unit 3a: Day 03
		enter buj ve
		Using the Planning Sheet • Unit 3a: Day 04

 I - Unit 3a: Day 05 Reworking Conclusions I - Unit 3a: Day 06 Glows and Grows - Part 1 I - Unit 3a: Day 07 Glows and Grows - Part 2 I - Unit 3a: Day 08 Revising Strong Leads I - Unit 3a: Day 09 Revising Grows - Part 2 I - Unit 3a: Day 09 Revising Grows - Part 2 I - Unit 3a: Day 09 Revising Grows - Part 2 I - Unit 3b: Day 01 Editing With A Checklist I - Unit 3b: Day 01 Technological Innovations I - Unit 3b: Day 04 Revising Grave - Paragraphs I - Unit 3b: Day 08 Revising Grave - Paragraphs I - Unit 3b: Day 08 Revising I I - Unit 3b: Day 08 Revising I I - Unit 3b: Day 08 Revising I I - Unit 3b: Day 10 Formal Writing I - Unit 3b: Day 11 Verbs, Verbs1 Unit 3b: Day 14 Time to Reflect I - Unit 3b: Day 14 Time to Reflect I - Unit 3b: Day 14 Time to Reflect I - Unit 4: Day 14 Time to Reflect I - Unit 4: Day 14 Revising Ears I - Unit 4: Day 14 Resprose to Text - Idea Swap I - Unit 4: Day 14 Resprose to Text - Persuasive Letter - Part 2 I - Unit 4: Day 14 Resprose to Text - Persuasive Letter - Part 2 I - Unit 4: Day 14 Resprose to Text - Persuasive Letter - Part 2 I - Unit 5: Day 11 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 Rubric and Reflect I - Unit 5: Day 14 	
Reworking Conclusions - Unit 3a: Day 06 Glows and Grows - Part 1 - Unit 3a: Day 07 Glows and Grows - Part 2 - Unit 3a: Day 08 Revising Strong Leads - Unit 3a: Day 09 Revising for Similes and Sensory Details - Unit 3a: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 01 Editing With A Checklist - Unit 3b: Day 01 Technological Innovations - Unit 3b: Day 02 S Square Paragraphs - Unit 3b: Day 08 Revising - Unit 3b: Day 09 Scoring Practice - Unit 3b: Day 09 Scoring Practice - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs1 - Unit 3b: Day 12 Revising - Unit 3b: Day 14 Time to Reflect - Unit 4b: Day 06 Analyzing the Student Sample - Unit 3b: Day 14 Time to Reflect - Unit 4b: Day 10 Revising Ears - Unit 4b: Day 10 Revising Ears - Unit 4b: Day 10 Editing Glasses - Unit 4b: Day 10 Editing Glasses - Unit 4b: Day 11 Scoring Our Writing - Unit 4: Day 14 Response to Text - Jearsuasive Letter - Part 2 - Unit 5: Day 11 Revising Ears - Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 11 Rubric and Reflect - Unit 5: Day 10 - Unit 4: Day 09 Editing - Unit 5: Day 09 Editing - Unit 5: Day 01 - Unit 5: Day 01	Formal Writing
 - Unit 3a: Day 06 Glows and Grows - Part 1 - Unit 3a: Day 07 Glows and Grows - Part 2 - Unit 3a: Day 08 Revising Strong Leads - Unit 3a: Day 09 Revising for Similes and Sensory Details - Unit 3a: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 01 Editing With A Checklist - Unit 3b: Day 02 - Square Paragraphs - Unit 3b: Day 09 Scoring Practice - Unit 3b: Day 10 Formal Withing - Unit 3b: Day 11 Verbs, Verbs! - Unit 3b: Day 12 Revising with A R. M.S. - Unit 3b: Day 14 Time to Reflect - Unit 3b: Day 14 Time to Reflect - Unit 3b: Day 14 - Unit 4b: Day 04 Let the Planning Begin! - Unit 4: Day 04 Let the Planning Begin! - Unit 4: Day 05 Oplinions, Transilions, and Leads, Oh My! - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 10 Editing Giasses - Unit 4: Day 10 Editing Giasses - Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 14 Rubric and Reflect - Unit 5: Day 11 Rubric and Reflect - Unit 5: Day 11 Rubric and Reflect - Unit 5: Day 11 Rubric and Reflect - Unit 5: Day 14 <l< th=""><th></th></l<>	
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 Unit 5: Day 13 Compare and Contrast Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 09 	
Compare and Contrast • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 09	
 Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 09 	
Guided Note-Taking Journal - Part 1 • Unit 6: Day 09	
• Unit 6: Day 09	
Guided Note-Taking Journal - Part 3	
	Guided Note-Taking Journal - Part 3
• Unit 6: Day 10	
Planning Continued	
• Unit 6: Day 11	
Ready, Set, Write!	Ready, Set, Write!

		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
		• Unit 6: Day 14
		Formal Writing: Research Piece - Part 2 • Unit 6: Day 15
		Editing Glasses • Unit 6: Day 16
		Technology Publishing
		• Unit 6: Day 17 Finishing the Race!
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
		WritingCity
		Unit 3a: Day 11 Scoring Your Writing
		• Unit 6: Day 16
		Technology Publishing
	AZ.4.W.	Writing Standards
CONCEPT / STANDARD PERFORMANCE	4.W.7.	Research to Build and Present Knowledge Conduct short research projects that build knowledge through
OBJECTIVE / PROFICIENCY	4	investigation of different aspects of a topic.
		WritingCity • Unit 6: Day 02
		Searching the Internet
		Unit 6: Day 03 Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1 • Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06 Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
		WritingCity
		Unit 3b: Day 16 Nonfiction Text Summaries
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1 Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		Unit 6: Day 02 Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight! • Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Finishing the Journal
STRAND		
CONCEPT / STANDARD	AZ.4.W.	Writing Standards Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17

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

		• Unit 5: Day 08
		Check-in and Write!
		• Unit 5: Day 09
		Editing
		• Unit 5: Day 11
		Rubric and Reflect
		• Unit 5: Day 12
		Response to Text
		Unit 5: Day 13
		Compare and Contrast • Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		 Unit 6: Day 12 Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
		• Unit 6: Day 14
		Formal Writing: Research Piece - Part 2
		• Unit 6: Day 15
		Editing Glasses
		• Unit 6: Day 16
		Technology Publishing
		Unit 6: Day 17
		Finishing the Race!
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		WritingCity
		• Unit 3b: Day 16
		Nonfiction Text Summaries
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE	4.L.1.	Demonstrate command of the conventions of Standard English
OBJECTIVE / PROFICIENCY		grammar and usage when writing or speaking
OBJECTIVE / GRADE	4.L.1.a.	Use relative pronouns (who, whose, whom, which, that) and relative
LEVEL EXPECTATION		adverbs (where, when, why)
		WritingCity
		WritingCity
		• Unit 1: Day 07 6 Traits: Conventions
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 06
	I	the bay to

		Glows and Grows - Part 1
		• Unit 6: Day 08
		Glows and Grows
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.b.	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking) <u>WritingCity</u> • Unit 1: Day 07
		6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs!
		• Unit 3b: Day 13 Editing • Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 6: Day 08
		Glows and Grows
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.c.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions
		WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10
		Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10
		Editing Glasses • Unit 5: Day 09 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
		WritingCity • 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!
OBJECTIVE / GRADE	4.L.1.e.	Form and use prepositional phrases
		WritingCity • Unit 1: Day 07 6 Traits: Conventions
		• Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09
		Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears
		• Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08
		Glows and Grows

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
		WritingCity • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their) WritingCity
		 Unit 1: Day 07 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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) WritingCity
		 Unit 3a: Day 02 Square Unit 3b: Day 02 Square Paragraphs Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06
		Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs!
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 01 Fact vs. Opinion Unit 4: Day 02 What Do We Think of Zoos?
		• Unit 4: Day 03 5 Square Paragraph Planning

		 Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization <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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.b.	Use commas and quotation marks to mark direct speech and quotations from a text <u>WritingCity</u> • 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 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.c.	Use a comma before a coordinating conjunction in a compound sentence

		WritingCity • 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 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 09 Editing • Unit 6: Day 08
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Glows and Grows Spell grade-appropriate words correctly, consulting references as needed.
		WritingCity • 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 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely WritingCity • 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 Writing With Sensory Details • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Formal Writing • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details

		• Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05 Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		• Unit 3b: Day 12 Povising with A P M S
		Revising with A.R.M.S. • Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09 Revising Ears
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		Unit 6: Day 09 Cuided Note Taking Journal Dart 2
		Guided Note-Taking Journal - Part 3 • Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
	4.L.3.b.	Choose punctuation for effect
LEVEL EXPECTATION		Whiting Oits
		WritingCity • Unit 1: Day 05
		6 Traits: Sentence Fluency
	AZ.4.L.	Language Standards
STRAND	AZ.4.L.	
CONCEPT / STANDARD	41.5	Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
LEVEL		reactionships, and huances in word meanings
OBJECTIVE / GRADE	4.L.5.a.	Explain the meaning of simple similes and metaphors (e.g., as
LEVEL EXPECTATION	т.L.J.a.	pretty as a picture) in context
		process as a process of in content
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 1: Day 08
		Getting Ready for Core Writing
		Unit 1: Day 09 Gotting Boady for Core Writing
		Getting Ready for Core Writing

		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
		WritingCity • Unit 1: Day 06 6 Traits: Word Choice
		 Unit 2: Day 03 Honoring Good Writing With Revision Unit 3a: Day 07
		Glows and Grows - Part 2
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		WritingCity
		Unit 1: Day 06 Graits: 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
		Writing With Sensory Details • Unit 2: Day 05
		Transitioning Smoothly
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 07 Glows and Grows - Part 2
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
		• Unit 3b: Day 03
		Definitions • Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		Unit 3b: Day 10 Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		Unit 3b: Day 12 Revising with A.R.M.S.
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		Unit 4: Day 06 Analyzing the Student Sample
		Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09
		Revising Ears
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses

• Unit 5: Day 04
Legend Planning Wheels
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Guided Note-Taking Journal - Part 2
• Unit 6: Day 07
Finishing the Journal
• Unit 6: Day 08
Glows and Grows
• Unit 6: Day 09
Guided Note-Taking Journal - Part 3
• Unit 6: Day 10
Planning Continued
• Unit 6: Day 11
Ready, Set, Write!
• Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1

Arizona's College and Career Ready Standards

Language Arts

Grade: 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <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 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.3.	WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). WritingCity • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <u>WritingCity</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) 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
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY	5.RL.10.	By the end of the year, proficiently and independently read and
LEVEL	AZ.5.RI.	comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. <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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LLVEL		WritingCity • 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 02
		Purpose and Proof
		• Unit 3b: Day 12
		Text Features, Main Ideas, and Details • Unit 3b: Day 13
		Nonfiction Text Features
		Unit 3b: Day 14 Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		Unit 3b: Day 16 Respond to Nonfiction Texts and Score
		• 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 13
		Response to Text: Two of a Kind • Unit 4: Day 14
		Response to Text: Planning Template
		Unit 4: Day 15 Response to Text: Persuasive Letters
		• 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
		• 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
PERFORMANCE OBJECTIVE / PROFICIENCY	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LEVEL		WritingCity
		• 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
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 3a: Day 02
		Purpose and Proof
		• Unit 3b: Day 12
		Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• 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 13
		Response to Text: Two of a Kind
		• Unit 4: Day 14
		Response to Text: Planning Template
		• 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 Pubric
		Introducing the Rubric
STRAND AZ.	5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
	रा.5.	Compare and contrast the overall structure (e.g., chronology,
OBJECTIVE / PROFICIENCY	\	comparison, cause/effect, and problem/solution) of events, ideas,
LEVEL		concepts, or information in two or more texts.
		WritingCity
		• Unit 3b: Day 15
I II II		
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		 Unit 3b: Day 16 Respond to Nonfiction Texts and Score
		 Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13
		 Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind
		 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
		 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 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
		 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

		Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Response to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • 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
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). WritingCity • 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 • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs

		5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <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 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
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. <u>WritingCity</u> • 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
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills

CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.3.	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.3.a.	Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.3.d.	Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words. <u>WritingCitv</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding. <u>WritingCitv</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 • 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
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper?

		Unit 4: Day 04 Square Paragraph Graphic Organizer
		• Unit 4: Day 08
		Paragraphs 1 & 2
		• Unit 4: Day 09
		Paragraphs 3, 4, & 5
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details.
		WritingCity
		• Unit 4: Day 01
		What is an Opinion Paper?
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		WritingCity
		• Unit 4: Day 01
		What is an Opinion Paper?
		• Unit 4: Day 08
		Paragraphs 1 & 2
		• Unit 4: Day 09
		Paragraphs 3, 4, & 5
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.d.	Provide a concluding statement or section related to the opinion presented.
		WritingCity
		• Unit 4: Day 04
		5 Square Paragraph Graphic Organizer
		• Unit 4: Day 05
		Facts and Opinions
		Unit 4: Day 06 Kulu's Formel Writing According to 1
		Kyle's Formal Writing Assessment Unit 4: Day 07
		6 Traits Rubric
		• Unit 4: Day 09
		Paragraphs 3, 4, & 5
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
	E MLO	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus,
LEVEL EXPECTATION		and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding
		comprehension.
		WritingCity
		WritingCity • Unit 3a: Day 04
		Let's Take Five
		• Unit 3a: Day 05
		Model the Plan
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 08
		Revising the End

		• Unit 3a: Day 10
		Revising Part 1
		• Unit 3b: Day 01
		Definitions and Details
		Unit 3b: Day 04
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment
		Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
	E MA O L	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		WritingCity
		• 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 Brownto
		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 04
		Let's Take Five
		• Unit 3a: Day 05
		Model the Plan
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 10
		Revising Part 1
		• Unit 3a: Day 11
		Revising Part 2
		• Unit 3b: Day 01
		Definitions and Details
		• Unit 3b: Day 02
		Brainstorming
		• Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 04
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
1		Writing Strong Conclusions
		• Unit 3b: Day 12
		• Unit 3b: Day 12 Text Features, Main Ideas, and Details
		 Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13
		 Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features
		 Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14
		 Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features

		Respond to Nonfiction Texts and Score
		Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1
		• Unit 6: Day 13 Formal Writing - Part 2
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). <u>WritingCity</u> • Unit 3b: Day 05
		Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 10 Linking Words
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		WritingCity • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented. <u>WritingCity</u> • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10

STRAND	AZ.5.W.	Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 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 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • 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 5: Day 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.b.	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 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 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
OBJECTIVE / GRADE	5.W.3.c.	Use a variety of transitional words and phrases to manage the
LEVEL EXPECTATION		sequence of events. WritingCity Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 5: Day 07 3 Points • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 1: Day 06 Word Choice • Unit 2: Day 01

	1	
		Vary Sentences Part 1 • Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 03
		Sensory Images
		• Unit 2: Day 04
		Character Description
		• Unit 2: Day 06
		Dialogue: A Character's Voice
		• 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 3a: Day 04
		Let's Take Five
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters
		Unit 5: Day 06 Writing and Commas
OBJECTIVE / GRADE	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
		WritingCity
		• Unit 1: Day 03
		Organization
		• Unit 2: Day 12
		Writing a Conclusion
		• Unit 5: Day 08
		Revising Part 2
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE	5.W.4.	Produce clear and coherent writing in which the development and
FERFURINANCE		
OBJECTIVE / PROFICIENCY LEVEL		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • Unit 1: Day 02
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • Unit 1: Day 02 Ideas
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 2: Day 07
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative • Unit 2: Day 20
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative • Unit 2: Day 20 Writers Respond Through Opinions
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative • Unit 2: Day 20 Writers Respond Through Opinions
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative • 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
OBJECTIVE / PROFICIENCY		organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>WritingCity</u> • 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 11 Writing a Real Narrative • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22

		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 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
		Revising
		• Unit 6: Day 15
		• Unit 6: Day 15 Editing
PERFORMANCE	5.W.5.	Editing
PERFORMANCE OBJECTIVE / PROFICIENCY	5.W.5.	Editing With guidance and support from peers and adults, develop and
-		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <u>WritingCitv</u> • Unit 1: Day 01
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • Unit 1: Day 01 Topics I Can Write About
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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
OBJECTIVE / PROFICIENCY		Editing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) WritingCity • 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 17

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 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 Severe Personal Crophic Organization
5 Square Paragraph Graphic Organizer • Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
Unit 4: Day 10 Revising
• Unit 4: Day 11
Editing

		Unit 4: Day 12
		Scoring and Publishing
		Unit 4: Day 13
		Response to Text: Two of a Kind
		• Unit 5: Day 04
		What's the Plan?
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 07
		Revising Part 1
		• Unit 5: Day 08
		Revising Part 2
		• Unit 5: Day 09
		Editing
		• Unit 5: Day 10
		Compare the Past
		• Unit 5: Day 11
		Rubric and Reflect
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		Unit 6: Day 03
		Main Ideas & Important Facts
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
		• Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 09
		The 5 Square Graphic Organizer
		• Unit 6: Day 10
		Linking Words
		• Unit 6: Day 11
		Reviewing the Plan
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13 Formal Writing Part 2
		Formal Writing - Part 2
		• Unit 6: Day 14
		Revising
		• Unit 6: Day 15
		Editing
		• Unit 6: Day 16
		Scoring and Publishing
PERFORMANCE	5.W.6.	With some guidance and support from adults, use technology,
OBJECTIVE / PROFICIENCY		including the internet, to produce and publish writing as well as to
LEVEL		interact and collaborate with others; demonstrate sufficient
		command of keyboarding skills in order to complete a writing task.
		command of Reyboarding skins in order to complete a writing task.
		WritingCity
		• Unit 6: Day 16
		Scoring and Publishing
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question. <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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>WritingCity</u> • Unit 5: Day 01 What is Historical Fiction? • 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 • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 13 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific 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

 1
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
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• Unit 3a: Day 08
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• 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

 Int is Day 06 Kyle's Formal Writing Assessment Int is Day 05 Paragraphs 18 2 Int is Day 05 Paragraphs 18 2 Int is Day 05 Paragraphs 3, 4, 8 5 Int is Day 10 Revising Int is Day 11 Editing Int is Day 05 Paragraphs 10 Int is Day 05 Developing Characters Int is Day 05 Developing Characters Int is Day 06 Writing Part 1 Int is Day 07 Revising Part 1 Int is Day 06 Writing Part 1 Int is Day 07 Revising Part 1 Int is Day 06 Writing Part 1 Int is Day 06 Writing Part 1 Int is Day 07 Revising Part 1 Int is Day 08 Revising Part 1 Int is Day 09 Editing Int is Day 12 Response to Historical Fiction Text Int is Day 13 Response to Historical Fiction Text Int is Day 13 Response to Historical Fiction Text Int is Day 08 Main ideas & Important Facts Int is Day 09 Paraphrasing Int is Day 09 Paraphrasing Int is Day 13 Response to Historical Fiction Text Int is Day 09 Revising Jave 09 The Say 09 Paraphrasing Int is Day 09 Paraphrasing Int is Day 09 Paraphrasing Int is Day 10 Int is Day 11 Revising 10 Int is Day 12 Formal Writing - Part 1 Int is Day 13 Int is Day 14 Revising 1 Int is Day 15 	
 • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 08 Paragraphs 3, 4, 5 • Unit 4: Day 10 Rovising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 04 What's the Plant • Unit 5: Day 04 • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 03 Main Ideas & Important Facts • Unit 5: Day 04 Gathering Resources • Unit 5: Day 03 Main Ideas & Important Facts • 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 Paraphrasing • Unit 6: Day 07 Formal Writking - Part 1 • Unit 6: Day 13 Formal Writking - Part 2 • Unit 6: Day 14 Reviseng the Plan • Unit 6: D	• Unit 4: Day 06
 • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 08 Paragraphs 3, 4, 5 • Unit 4: Day 10 Rovising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 04 What's the Plant • Unit 5: Day 04 • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 03 Main Ideas & Important Facts • Unit 5: Day 04 Gathering Resources • Unit 5: Day 03 Main Ideas & Important Facts • 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 Paraphrasing • Unit 6: Day 07 Formal Writking - Part 1 • Unit 6: Day 13 Formal Writking - Part 2 • Unit 6: Day 14 Reviseng the Plan • Unit 6: D	Kyle's Formal Writing Assessment
 6 Traits Rubric • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, 8 5 • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 06 What's the Plan? • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 10 Compare the Past • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 14 Rubric and Reflect • Unit 5: Day 15 Reduct Text • Unit 5: Day 16 Compare the Past • Unit 5: Day 17 Rubric and Reflect • Unit 5: Day 10 Compare the Past • Unit 6: Day 13 Response to Historical Fiction Text • Unit 6: Day 14 Guided Noter Taking Journal • Unit 6: Day 16 Compare 16 • Unit 6: Day 10 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 14 • Unit 6: Day 14 • Reviseng 14 <!--</th--><th></th>	
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		Editing • Unit 6: Day 16 Scoring and Publishing
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 09 Writing from Experience • Unit 3a: Day 09 Using Commas • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 4: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 01 Editing • Unit 4: Day 04 What's the Plan? • Unit 6: Day 15 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.b.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. <u>WritingCity</u> • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions. WritingCity • Unit 1: Day 07
		Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense. <u>WritingCity</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.e.	Use correlative conjunctions (e.g., either/or, neither/nor). WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience

		 Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 11 Revising Part 2 Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 11 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 15 Editing
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.a.	Use punctuation to separate items in a series. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas • Unit 6: Day 15 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence. WritingCity • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.c.	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). WritingCity

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.d.	 Unit 5: Day 04 What's the Plan? Unit 5: Day 06 Writing and Commas Use underlining, quotation marks, or italics to indicate titles of works. WritingCity Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 15 Editing Unit 3b: Day 10 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 15 Editing
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing

		Unit 4: Day 12 Scoring and Publishing Unit 5: Day 07 Participan Part 1
		Revising Part 1 • Unit 6: Day 05 Paraphrasing
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.a.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
		WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 1: Day 06 Word Choice
		• Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.a.	Interpret figurative language, including similes and metaphors, in context.
		WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.b.	Recognize and explain the meaning of common idioms, adages, and proverbs. <u>WritingCity</u> • Unit 5: Day 08 Revising Part 2
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. WritingCity

		• Unit 5: Day 07 Revising Part 1
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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

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