Main Criteria: California Content Standards

Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5

Correlation Options: Show Correlated

# **California Content Standards**

**Language Arts** 

Grade: K - Adopted: 2013

| CONTENT STANDARD                    |                                | College and Coreer Boodiness Anchor Standards for Writing   |
|-------------------------------------|--------------------------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Text Types and Purposes   |
| EXPECTATION / SUBSTRAND             | CCSS.ELA-<br>Literacy.CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity 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  |
| EXPECTATION /<br>SUBSTRAND          |                                | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  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  |
|                    |                  | • Unit 5: Day 02  |
|                    |                  | More, More, More  |
|                    |                  | • Unit 5: Day 04  |
|                    |                  | Write a Rhyme   |
|                    |                  | • Unit 5: Day 05  |
|                    |                  | Color Words Rhymes  |
|                    |                  |   |
| CONTENT STANDARD / | CCSS.ELA-        | College and Career Readiness Anchor Standards for Writing     |
| DOMAIN / PART      | Literacy.CCRA.W. |   |
| PERFORMANCE        |                  | Production and Distribution of Writing                        |
| STANDARD / MODE    |                  |   |
| EXPECTATION /      | CCSS.ELA-        | Produce clear and coherent writing in which the development,  |
| SUBSTRAND          |                  | organization, and style are appropriate to task, purpose, and |
| CODOTICANO         |                  | audience.   |
|                    |                  | audiciice.  |
|                    |                  | Mariain or City   |
|                    |                  | WritingCity   |
|                    |                  | • 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  |
|                    |                  |   |

| EXPECTATION /                       | CCSS.ELA-                      | 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  Use technology, including the Internet, to produce and publish  |
|-------------------------------------|--------------------------------|---|
| SUBSTRAND                           |                                | writing and to interact and collaborate with others.  WritingCity  • Unit 6: Day 10 Scoring Research  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Research to Build and Present Knowledge   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  WritingCity • 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   |
| EXPECTATION / SUBSTRAND             | CCSS.ELA-<br>Literacy.CCRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  WritingCity  • 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 |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  WritingCity  • 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  |
| CONTENT STANDARD / | CCSS.ELA-         | College and Career Readiness Anchor Standards for Language           |
| DOMAIN / PART      | Literacy.CCRA.L.  |  |
| PERFORMANCE        |                   | Conventions of Standard English                                      |
| STANDARD / MODE    |                   |  |
| EXPECTATION /      | CCSS.ELA-         | Demonstrate command of the conventions of standard English           |
| SUBSTRAND          | Literacy.CCRA.L.2 | capitalization, punctuation, and spelling when writing.              |
|                    |                   | Mariain or City  |
|                    |                   | WritingCity  |
|                    |                   | • Unit 3a: Day 01<br>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 02   |
|                    |                   | More, More   |
|                    |                   | • Unit 5: Day 04   |
|                    |                   | Write a Rhyme  |
|                    |                   | • Unit 6: Day 10   |
|                    |                   | Scoring Research   |
| CONTENT STANDARD / | CA.CC.W.K.        | Writing Standards  |
| DOMAIN / PART      |                   |  |
| PERFORMANCE        |                   | Text Types and Purposes  |
| STANDARD / MODE    |                   | Toxt Types und Full posses   |
| EXPECTATION /      | W.K.1.            | Use a combination of drawing, dictating, and writing to compose      |
| SUBSTRAND          | II II             | opinion pieces in which they tell a reader the topic or the name of  |
| CODOTIVAND         | J                 | opinion proces in which they ten a reader the topic of the halfle 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 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   |
|-------------------------|--------|---|
| EXPECTATION / SUBSTRAND | W.K.2. | 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.  WritingCity 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 |
| EXPECTATION / SUBSTRAND | W.K.3. | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  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   |

|                                     | 1          | 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<br>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                                 |
|                                     |            | • Unit 5: Day 02  |
|                                     |            | More, More, More  |
|                                     |            | • Unit 5: Day 04  |
|                                     |            | Write a Rhyme   |
|                                     |            | • Unit 5: Day 05  |
|                                     |            | Color Words Rhymes  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.K. | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Production and Distribution of Writing                          |
| EXPECTATION /                       | W.K.5.     | With guidance and support from adults, respond to questions and |
| SUBSTRAND                           |            | suggestions from peers and add details to strengthen writing as |
|                                     |            | needed.   |

|                                     |            | WritingCity  • Unit 4: Day 03  The Best  • Unit 4: Day 04  The Best - Part III  • Unit 4: Day 05  The Best - Part IIII  • 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 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  Scoring Research |
|-------------------------------------|------------|---|
| EXPECTATION /<br>SUBSTRAND          | W.K.6.     | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  |
|                                     |            | WritingCity • Unit 6: Day 10 Scoring Research   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.K. | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge   |
| EXPECTATION /<br>SUBSTRAND          | W.K.7.     | 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  More Topics  • Unit 6: Day 09  The Checklist  |
| EXPECTATION /<br>SUBSTRAND          | W.K.8.     | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  WritingCity 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   |
|-------------------------------------|------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.K. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English  |
| EXPECTATION /<br>SUBSTRAND          | L.K.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.K.1.a.   | Print many upper- and lowercase letters.   |
| PROFIGIENCY LEVEL                   |            | 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 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 06 Draw and Write Part 6 Unit 2a: Day 08 Glows and Grows Unit 2a: Day 09 Find the Glows and Grows Unit 2a: Day 01 Writing on Your Own Unit 2b: Day 02 Sharing Your 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 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 **Even More Sentences**  Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATION / L.K.1.b. Use frequently occurring nouns and verbs. PROFICIENCY LEVEL **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 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 05   |
|                   |           | Color Words Rhymes   |
| FOUNDATION /      | L.K.1.c.  | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, |
| PROFICIENCY LEVEL | L.N. I.C. |  |
| PROFICIENCY LEVEL |           | dogs; wish, wishes).   |
|                   |           | MCR Otto   |
|                   |           | WritingCity  |
|                   |           | • 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  |
|                   |           |  |
| FOUNDATION /      | L.K.1.d.  | Understand and use question words (interrogatives) (e.g., who,     |
| PROFICIENCY LEVEL |           | 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 01   |
|                   |           | Reasons to Write   |
|                   |           | • Unit 4: Day 02   |
|                   |           | That's Your Opinion  |
|                   |           | • Unit 4: Day 03   |
|                   |           | The Best   |
|                   |           | • Unit 4: Day 04   |
|                   |           | The Best - Part II   |
|                   |           | • Unit 4: Day 05   |
|                   |           | The Best - Part III  |
|                   |           | • Unit 4: Day 06   |
|                   |           | The Best - Part IV   |
|                   |           | • Unit 4: Day 07   |
|                   |           | The Best - Part V  |
|                   |           | • Unit 4: Day 08   |
|                   |           |  |
|                   |           |  |
|                   |           | Your Favorite  • Unit 4: Day 06  • Unit 4: Day 09                  |

|                                     | 1          | Otata Varra Outstan   |
|-------------------------------------|------------|---|
|                                     |            | State Your Opinion  • Unit 4: Day 10  |
|                                     |            | The Checklist   |
| FOUNDATION /                        | L.K.1.e.   | Use the most frequently occurring prepositions (e.g., to, from, in,   |
| PROFICIENCY LEVEL                   | L.N. 1.e.  | out, on, off, for, of, by, with).  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 3a: Day 10   |
|                                     |            | The Checklist   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.K.1.f.   | Produce and expand complete sentences in shared language activities.  |
|                                     |            | WritingCity • Unit 4: Day 08 Your Favorite  |
|                                     |            | • Unit 4: Day 09 State Your Opinion   |
|                                     |            | • Unit 6: Day 03<br>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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.K. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | L.K.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    |
| FOUNDATION / PROFICIENCY LEVEL      | L.K.2.a.   | Capitalize the first word in a sentence and the pronoun I.  WritingCity   |
|                                     |            | • 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 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 Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites • Unit 6: Day 06 More Topics Unit 6: Day 10 Scoring Research FOUNDATION / L.K.2.b. Recognize and name end punctuation. PROFICIENCY LEVEL WritingCity • 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 01

|                                   | 1        |  |
|-----------------------------------|----------|--|
|                                   |          | 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 01 Reasons to Write  - Unit 4: Day 02 That's Your Opinion  - Unit 4: Day 03 The Best  - Unit 4: Day 04 The Best - Part III  - Unit 4: Day 06 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 The Checklist  - Unit 5: Day 01 The Checklist  - Unit 5: Day 01 The Checklist - Unit 5: Day 04 Write a Rhyme - Unit 5: Day 05 Color Words Rhymes - Unit 6: Day 06 More Topics - Unit 6: Day 10 Scoring Research |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.K.2.c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes).  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 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 • Ūnit 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 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes Unit 5: Day 06 Opposites L.K.2.d. FOUNDATION / PROFICIENCY LEVEL

Spell simple words phonetically, drawing on knowledge of soundletter 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 05

**High Frequency Word Masters** 

• Unit 3a: Day 06

Time to Write

Unit 3a: Day 07

Find the Words

Unit 3a: Day 08

New Writing Topics

Unit 3a: Day 09

The Pronoun "I"

• Unit 3a: Day 10

The Checklist

Unit 3b: Day 03

Write Informatively

Unit 3b: Day 04

More Information

Unit 3b: Day 05

Inform Again

Unit 3b: Day 06

Sentence Types

• Unit 3b: Day 07

More Sentences

Unit 3b: Day 08

Even More Sentences

Unit 3b: Day 09

Formal Writing Assessment

Unit 5: Day 01

Poems, Poems, Poems

• Unit 5: Day 02

More, More, More

• Unit 5: Day 04

Write a Rhyme

• Unit 6: Day 10

Scoring Research

| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.K. | Language Standards  |
|-------------------------------------|------------|---|
| PERFORMANCE<br>STANDARD / MODE      |            | Vocabulary Acquisition and Use  |
| EXPECTATION /<br>SUBSTRAND          | L.K.5.     | With guidance and support from adults, explore word relationships and nuances in word meanings.   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.K.5.b.   | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  WritingCity  • Unit 5: Day 06 Opposites |

## **California Content Standards**

## Language Arts

Grade: 1 - Adopted: 2013

| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
|-------------------------------------|--------------------------------|--|
| PERFORMANCE<br>STANDARD / MODE      |                                | Text Types and Purposes  |
| EXPECTATION / SUBSTRAND             |                                | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity • 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 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  WritingCity  • Unit 2a: Day 01   |

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

Revising
• Unit 2b: Day 11
Applying the Focus Skills
• Unit 2b: Day 12

Revising with a Peer
• Unit 2b: Day 13
Revising Questions

First, Second, Third
• Unit 2b: Day 10

• 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   |
|-------------------------------------|--------------------------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Production and Distribution of Writing  |
| EXPECTATION /                       | CCSS.ELA-<br>Literacy.CCRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • 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 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2b: Day 01 Planning a BME Writing Piece • Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Roums • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 08 Glows and Grows • Unit 2b: Day 09 Glows and Grows • 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 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 • 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 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 11 Assessment Writing

• Unit 4: Day 12

• Unit 5: Day 01

4 Ws

Revising the Assessment Writing

|                                     |                                | 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   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  WritingCity                       |
|                                     |                                | • Unit 6: Day 10<br>Editing Checklist  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Research to Build and Present Knowledge  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
|                                     |                                | WritingCity • 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   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
|                                     |                                | WritingCity  • Unit 6: Day 01  "How To"  • Unit 6: Day 02  |
|                                     |                                | Unit 6: Day 02 The "How To" Plan Unit 6: Day 03  Mac Mill You Mad 22   |
|                                     |                                | What Will You Need? • Unit 6: Day 04 Verb Tenses   |
|                                     |                                | Unit 6: Day 05 Glows and Grows Unit 6: Day 06 Povious Focus Skills   |
|                                     |                                | Review Focus Skills  • Unit 6: Day 07  Assessment Writing  |
|                                     |                                | Unit 6: Day 08     Finishing the Assessment  |

| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
|-------------------------------------|--------------------------------|---|
| PERFORMANCE<br>STANDARD / MODE      |                                | Conventions of Standard English   |
|                                     | CCSS.ELA-<br>Literacy.CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  WritingCity  • Unit 1: Day 01 Learn More About Writing • 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 05 Fluffy the Cat • Unit 2b: Day 06 Rouns • Unit 2b: Day 07 Glows and Grows • Unit 5: Day 07 Editing • Unit 5: Day 08 Fleefilting Checklist |
|                                     |                                | Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist   |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Vocabulary Acquisition and Use  |

| EXPECTATION /                  | CCSS.ELA-         | Determine or clarify the meaning of unknown and multiple-   |
|--------------------------------|-------------------|---|
| SUBSTRAND                      | Literacy.CCRA.L.4 |   |
|                                |                   | WritingCity   |
|                                |                   | • Unit 1: Day 05  |
|                                |                   | People and Events  • Unit 1: Day 06   |
|                                |                   | Things and Places   |
| EXPECTATION /                  | CCSS.ELA-         | Demonstrate understanding of figurative language, word  |
| SUBSTRAND                      | Literacy.CCRA.L.5 | relationships, and nuances in word meanings.  |
|                                |                   | WritingCity   |
|                                |                   | • Unit 6: Day 02<br>The "How To" Plan   |
|                                |                   | • Unit 6: Day 05  |
|                                |                   | Glows and Grows   |
|                                |                   | • Unit 6: Day 07  |
|                                |                   | Assessment Writing  • Unit 6: Day 08  |
|                                |                   | Finishing the Assessment  |
| CONTENT STANDARD /             | CA.CC.RF.1.       | Reading Standards: Foundational Skills  |
| DOMAIN / PART                  |                   |   |
| PERFORMANCE<br>STANDARD / MODE |                   | Phonics and Word Recognition  |
| EXPECTATION / SUBSTRAND        |                   | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA   |
| FOUNDATION /                   | RF.1.3.g.         | Recognize and read grade-appropriate irregularly spelled words.   |
| FOUNDATION / PROFICIENCY LEVEL |                   | Recognize and read grade-appropriate irregularly spelled words.  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 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 09 Peer Editing Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist |

|                                     |            | Unit 6: Day 10     Editing Checklist   |
|-------------------------------------|------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.1. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Text Types and Purposes  |
| EXPECTATION / SUBSTRAND             | W.1.1.     | 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 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 11 Assessment Writing  • Unit 4: Day 12 Revising the Assessment Writing |
| EXPECTATION /<br>SUBSTRAND          | W.1.2.     | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  WritingCity • 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   |
|----------------------------|--------|--|
| EXPECTATION /<br>SUBSTRAND | W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  WritingCity  • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write  • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook  • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 03 Thinking a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 06 Nous • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising • 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   |
| CONTENT OTANDADD /                  | 04.00.004  |  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.1. | Writing Standards  |
| PERFORMANCE                         |            | Production and Distribution of Writing                           |
| STANDARD / MODE                     |            | roduction and Distribution of Writing                            |
| EXPECTATION /                       | W.1.5.     | With guidance and support from adults, focus on a topic, respond |
| SUBSTRAND                           | W. 1.0.    | to questions and suggestions from peers, and add details to      |
| 00201101112                         |            | strengthen writing as needed.                                    |
|                                     |            | on ongenon writing as noowout                                    |
|                                     |            | 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   |
|                                     |            | • 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 07   |
|                                     | II.        | Assessment Writing   |

| EXPECTATION /<br>SUBSTRAND          | W.1.6.     | Unit 6: Day 08     Finishing the Assessment     Unit 6: Day 09     Answering the Revising Question     Unit 6: Day 10     Editing Checklist  With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  WritingCity     Unit 6: Day 10     Editing Checklist  |
|-------------------------------------|------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.1. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge  |
| EXPECTATION / SUBSTRAND             | W.1.7.     | 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).  WritingCity 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                                     |
| EXPECTATION / SUBSTRAND             | W.1.8.     | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  WritingCity 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 |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.1. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English  |
| EXPECTATION /<br>SUBSTRAND          | L.1.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |

|                                |          | • Unit 4: Day 10   |
|--------------------------------|----------|--|
|                                |          | The Best Thing to Do With a Friend  • Unit 4: Day 11   |
|                                |          | Assessment Writing   |
| FOUNDATION /                   | 144.     |  |
| FOUNDATION / PROFICIENCY LEVEL | L.1.1.e. | 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 |
| PROFICIENCY LEVEL              |          | home).   |
|                                |          | nome).   |
|                                |          | WritingCity  |
|                                |          | • 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  |
|                                |          | • 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   |
| FOUNDATION /                   | L.1.1.f. | Use frequently occurring adjectives.   |
| PROFICIENCY LEVEL              |          |  |
|                                |          | <u>WritingCity</u>   |
|                                |          | • 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   |
| FOUNDATION /                   | 1110     |  |
| PROFICIENCY LEVEL              | L.1.1.g. | Use frequently occurring conjunctions (e.g., and, but, or, so, because).   |
| I NOI IOILINO I LEVEL          |          | Decause).  |

| FOUNDATION /<br>PROFICIENCY LEVEL | L.1.1.h.   | WritingCity  • 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  Use determiners (e.g., articles, demonstratives).                        |
|-----------------------------------|------------|---|
|                                   |            | WritingCity • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?   |
| FOUNDATION / PROFICIENCY LEVEL    | L.1.1.i.   | 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 09 Writing with Prepositions Unit 4: Day 10 The Best Thing to Do With a Friend Unit 4: Day 11 Assessment Writing |
| FOUNDATION / PROFICIENCY LEVEL    | L.1.1.j.   | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  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  |
| CONTENT STANDARD / DOMAIN / PART  | CA.CC.L.1. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE    |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND        | L.1.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.1.2.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                  |
|                   |          | • Unit 5: Day 09                       |
|                   |          |  |
|                   |          | Peer Editing                           |
|                   |          | Unit 5: Day 12     Using the Checklist |
|                   |          |  |
|                   |          | • Unit 6: Day 02<br>The "How To" Plan  |
|                   |          | The "How To" Plan                      |
| FOUNDATION /      | L.1.2.b. | Use end punctuation for sentences.     |
| PROFICIENCY LEVEL |          |  |
|                   |          | 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   |
| FOUNDATION / PROFICIENCY LEVEL | L.1.2.c. | WritingCity  • 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 Finishing the Assessment  |
| FOUNDATION / PROFICIENCY LEVEL | L.1.2.d. | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  WritingCity  • 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   |

• 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 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 09 Peer Editing • Unit 5: Day 12 Using the Checklist Unit 6: Day 10 **Editing Checklist** FOUNDATION / L.1.2.e. Spell untaught words phonetically, drawing on phonemic PROFICIENCY LEVEL awareness and spelling conventions. WritingCity 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

Topics and Planning

|   | 1          | 11.11.0 - D- 100   |
|---|------------|--|
|   |            | 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<br>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 09   |
|   |            | Peer Editing • Unit 5: Day 12  |
|   |            | Using the Checklist  |
|   |            | • Unit 6: Day 10   |
|   |            | Editing Checklist  |
| CONTENT STANDARD /  | CA.CC.L.1. | Language Standards   |
| DOMAIN / PART   | CA.CC.L.T. | Language Stanuarus   |
|   |            |  |
| PERFORMANCE<br>STANDARD / MODE  |            | Vocabulary Acquisition and Use   |
| STANDARD / MODE EXPECTATION /   | L.1.5.     | With guidance and support from adults, demonstrate   |
| STANDARD / MODE   | L.1.5.     | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   |
| EXPECTATION / SUBSTRAND FOUNDATION /  | L.1.5.     | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g.,  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   |
| EXPECTATION / SUBSTRAND FOUNDATION /  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  |
| EXPECTATION / SUBSTRAND FOUNDATION /  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity   |
| EXPECTATION / SUBSTRAND FOUNDATION /  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05   |
| EXPECTATION / SUBSTRAND FOUNDATION /  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events   |
| EXPECTATION / SUBSTRAND FOUNDATION /  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL                | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places   |
| EXPECTATION / SUBSTRAND FOUNDATION /  |            | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity • Unit 6: Day 02  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity • Unit 6: Day 02 The "How To" Plan  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity • Unit 6: Day 02  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity  • Unit 6: Day 02 The "How To" Plan  • Unit 6: Day 05 Glows and Grows   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 05   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity  • Unit 6: Day 02 The "How To" Plan  • Unit 6: Day 05 Glows and Grows  • Unit 6: Day 07   |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity  • Unit 6: Day 02 The "How To" Plan  • Unit 6: Day 05 Glows and Grows  • Unit 6: Day 07 Assessment Writing  |
| STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION /  | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity  • 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  |
| EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity • 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  Language Standards |
| EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL | L.1.5.c.   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  WritingCity  • 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               |

| EXPECTATION /<br>SUBSTRAND | L.1.6. | 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). |
|----------------------------|--------|---|
|                            |        | WritingCity • 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  |

## **California Content Standards**

## Language Arts

Grade: 2 - Adopted: 2013

|                                     |                                | ade. 2 - 7 adopted. 2010   |
|-------------------------------------|--------------------------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Text Types and Purposes  |
| EXPECTATION / SUBSTRAND             | CCSS.ELA-<br>Literacy.CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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 05 Revising to Add Adjectives and Adverbs  • Unit 3a: Day 06 Revising Checklist  • Unit 3a: Day 07 Glows and Grows  • Unit 3a: Day 08 Write Informative Text Part 1  • Unit 3a: Day 09 Write Informative Text Part 2  • Unit 3a: Day 10 Revising Checklist  • Unit 3a: Day 11 Formal Writing Assessment: Plan  • Unit 3a: Day 12 Formal Writing Assessment  • Unit 3b: Day 01 Facts and Opinions  • Unit 3b: Day 02 Defining Nouns  • Unit 3b: Day 03 Defining Nouns Part 2  • Unit 3b: Day 04 Writing a Conclusion  • Unit 3b: Day 05 |
|                                     |                                | Varying Sentences  |

|               |                   | • Unit 3b: Day 06   |
|---------------|-------------------|---|
|               |                   | Practicing Planning a 2 Paragraph Piece                                   |
|               |                   | Unit 3b: Day 07 Practicing with Short and Long Sentences                  |
|               |                   | • Unit 3b: Day 09   |
|               |                   | 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     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  |
| EXPECTATION / | CCSS.ELA-         | Write narratives to develop real or imagined experiences or events        |
| SUBSTRAND     | Literacy.CCRA.W.3 | using effective technique, well-chosen details and well-structured        |
|               |                   | event sequences.  |
|               |                   | WritingCity   |
|               |                   | • Unit 1: Day 02  |
|               |                   | Traits: Ideas   |
|               |                   | • Unit 1: Day 03  |
|               |                   | Traits: Organization • Unit 1: Day 04                                     |
|               |                   | Traits: Voice   |
|               |                   | • Unit 1: Day 06  |
|               |                   | Traits: Word Choice   |
|               |                   | • Unit 2: Day 01  |
|               |                   | Narrative Writing: BME  |
|               |                   | Unit 2: Day 02     Narrative Writing: Past Tense Verbs                    |
|               |                   | • Unit 2: Day 03  |
|               |                   | Narrative Writing: Review Focus Skills                                    |
|               |                   | • Unit 2: Day 05  |
|               |                   | Narrative Writing: Revising by Adding Details                             |
|               |                   | • Unit 2: Day 06  |
|               |                   | Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 |
|               |                   | Narrative Writing: Adjectives and Adverbs                                 |
|               |                   | • Unit 2: Day 08  |
|               |                   | Narrative Writing: Temporal Words Day 1                                   |
|               |                   | • Unit 2: Day 09  |
|               |                   | Narrative Writing: Temporal Words Day 2                                   |
|               |                   | Unit 2: Day 11     Narrative Writing: Formal Writing Assessment Day 1     |
|               |                   | • Unit 2: Day 12  |
|               |                   | Narrative Writing: Formal Writing Assessment Day 2                        |
|               |                   | • Unit 5: Day 01  |
|               |                   | Planning with a Story Strip Day 1   |
|               |                   | • Unit 5: Day 02  |
|               |                   | Planning with a Story Strip Day 2   |
|               |                   | Unit 5: Day 03     Writing in the Past Tense Day 1                        |
|               |                   | • Unit 5: Day 04  |
|               |                   | Writing in the Past Tense and Using Plural Nouns                          |
|               |                   |   |

|                    |                   | • Unit 5: Day 05  |
|--------------------|-------------------|---|
|                    |                   | Adjectives  |
|                    |                   | • Unit 5: Day 06  |
|                    |                   | Possessive and Plural Nouns                                   |
|                    |                   | • Unit 5: Day 09  |
|                    |                   | Formal Writing Assessment: Planning                           |
|                    |                   | • Unit 5: Day 10  |
|                    |                   | Formal Writing Assessment                                     |
|                    |                   | • Unit 5: Day 11  |
|                    |                   | Formal Writing Assessment: Revising                           |
|                    |                   | • Unit 5: Day 12  |
|                    |                   | Using Temporal Words  |
| CONTENT STANDARD / | CCSS.ELA-         | College and Career Readiness Anchor Standards for Writing     |
| DOMAIN / PART      | Literacy.CCRA.W.  | Conlege and Career Readiness Anenor Standards for Witting     |
| PERFORMANCE        |                   | Draduction and Distribution of Writing                        |
| STANDARD / MODE    |                   | Production and Distribution of Writing                        |
|                    |                   |   |
| EXPECTATION /      | CCSS.ELA-         | Produce clear and coherent writing in which the development,  |
| SUBSTRAND          | Literacy.CCRA.W.4 | organization, and style are appropriate to task, purpose, and |
|                    |                   | audience.   |
|                    |                   | Mariain no Oite   |
|                    |                   | WritingCity   |
|                    |                   | • Unit 1: Day 02  |
|                    |                   | Traits: Ideas   |
|                    |                   | • Unit 1: Day 03  |
|                    |                   | Traits: Organization  |
|                    |                   | • Unit 1: Day 04  |
|                    |                   | Traits: Voice   |
|                    |                   | • Unit 1: Day 06  |
|                    |                   | Traits: Word Choice   |
|                    |                   | • Unit 2: Day 01  |
|                    |                   | Narrative Writing: BME  |
|                    |                   | • Unit 2: Day 02  |
|                    |                   | Narrative Writing: Past Tense Verbs                           |
|                    |                   | Unit 2: Day 03     Narrative Writing: Review Focus Skills     |
|                    |                   | • Unit 2: Day 05  |
|                    |                   | Narrative Writing: Revising by Adding Details                 |
|                    |                   | • Unit 2: Day 06  |
|                    |                   | Narrative Writing: Revising to add Thoughts and Feelings      |
|                    |                   | • Unit 2: Day 07  |
|                    |                   | Narrative Writing: Adjectives and Adverbs                     |
|                    |                   | • Unit 2: Day 08  |
|                    |                   | Narrative Writing: Temporal Words Day 1                       |
|                    |                   | • Unit 2: Day 09  |
|                    |                   | Narrative Writing: Temporal Words Day 2                       |
|                    |                   | • Unit 2: Day 11  |
|                    |                   | Narrative Writing: Formal Writing Assessment Day 1            |
|                    |                   | • Unit 2: Day 12  |
|                    |                   | Narrative Writing: Formal Writing Assessment Day 2            |
|                    |                   | • Unit 3a: Day 01   |
|                    |                   | Introducing the 2 Paragraph Planning Sheet                    |
|                    |                   | • Unit 3a: Day 02   |
|                    |                   | Plural Nouns  |
|                    |                   | • Unit 3a: Day 03   |
|                    |                   | 2 Paragraph Planning  |
|                    |                   | • Unit 3a: Day 04   |
|                    |                   | Writing 2 Paragraphs  |
|                    |                   | • Unit 3a: Day 05   |
|                    |                   | Revising to Add Adjectives and Adverbs                        |
|                    |                   | • Unit 3a: Day 06   |
|                    |                   | Revising Checklist  |
|                    |                   | • Unit 3a: Day 07   |
|                    |                   | Glows and Grows   |
|                    |                   | • Unit 3a: Day 08   |
|                    |                   |   |

Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 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 5: Day 01 Planning with a Story Strip Day 1 • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 **Using Temporal Words** • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 CCSS.ELA-Develop and strengthen writing as needed by planning, revising, Literacy.CCRA.W.5 editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND

|               | 11        |  |
|---------------|-----------|--|
|               |           | M. W O'.   |
|               |           | WritingCity  |
|               |           | • Unit 1: Day 01   |
|               |           | Getting Ready to Write: Topics                                 |
|               |           | • Unit 2: Day 05   |
|               |           | Narrative Writing: Revising by Adding Details                  |
|               |           | • Unit 3a: Day 05  |
|               |           | Revising to Add Adjectives and Adverbs                         |
|               |           | • Unit 3a: Day 06  |
|               |           | Revising Checklist   |
|               |           | • Unit 3a: Day 07  |
|               |           | Glows and Grows  |
|               |           | • Unit 3a: Day 10  |
|               |           | Revising Checklist   |
|               |           | • Unit 3a: Day 13  |
|               |           | Scoring with a Rubric  |
|               |           | • Unit 3b: Day 03  |
|               |           | Defining Nouns Part 2  |
|               |           | • 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 15  |
|               |           | Formal Writing Assessment: Revising and Editing                |
|               |           | • Unit 3b: Day 16  |
|               |           | Formal Writing Assessment: Scoring                             |
|               |           | • Unit 4: Day 04   |
|               |           | Revising and Editing with a Checklist                          |
|               |           | • Unit 4: Day 05   |
|               |           | Peer Revising  |
|               |           | • Unit 4: Day 09   |
|               |           | Revising and Editing   |
|               |           | • 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 10   |
|               |           | Formal Writing Assessment: Revising and Editing                |
|               |           | • Unit 6: Day 11   |
|               |           | Formal Writing Assessment: Scoring with a Rubric               |
| EXPECTATION / | CCSS.ELA- | Use technology, including the Internet, to produce and publish |
| SUBSTRAND     |           | writing and to interact and collaborate with others.           |
|               |           | •  |
|               |           | 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                          |
|               | 11        |  |

| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
|-------------------------------------|--------------------------------|--|
| PERFORMANCE<br>STANDARD / MODE      |                                | Research to Build and Present Knowledge  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  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: Revising and Editing  • 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 |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Conventions of Standard English  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Vocabulary Acquisition and Use   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.4 | Determine or clarify the meaning of unknown and multiple-<br>meaning words and phrases by using context clues, analyzing<br>meaningful word parts, and consulting general and specialized<br>reference materials, as appropriate.  |

|                                     |            | 1  |
|-------------------------------------|------------|--|
|                                     |            | WritingCity  • 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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.2. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Text Types and Purposes  |
| EXPECTATION / SUBSTRAND             | W.2.1.     | 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.  WritingCity  • 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 |
| EXPECTATION /<br>SUBSTRAND          | W.2.2.     | 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 05 Revising to Add Adjectives and Adverbs  • Unit 3a: Day 06 Revising Checklist  • Unit 3a: Day 07 Glows and Grows   |

|                            |        | • Unit 3a: Day 08   |
|----------------------------|--------|---|
|                            |        | Write Informative Text Part 1  Unit 3a: Day 09 Write Informative Text Part 2  Unit 3a: Day 10 Revising Checklist  Unit 3a: Day 11 Formal Writing Assessment: Plan  Unit 3a: Day 12 Formal Writing Assessment  Unit 3b: Day 01 Facts and Opinions  Unit 3b: Day 02 Defining Nouns  Unit 3b: Day 03 Defining Nouns Part 2  Unit 3b: Day 04 Writing a Conclusion  Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece  Unit 3b: Day 06 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: Revising and Editing  Unit 3b: Day 15 Formal Writing Assessment: Publishing  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 07 4 Paragraph Planning SheetPart 2  Unit 6: Day 07 4 Paragraph Planning SheetPart 2  Unit 6: Day 08 Formal Writing Assessment Part 1 |
| EXPECTATION /<br>SUBSTRAND | W.2.3. | Formal Writing Assessment Part 2  Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization  • Unit 1: Day 04  Traits: Voice  • Unit 1: Day 06  Traits: Word Choice  • Unit 2: Day 01  Narrative Writing: BME  • Unit 2: Day 02  Narrative Writing: Past Tense Verbs  • Unit 2: Day 03  Narrative Writing: Review Focus Skills  • Unit 2: Day 05   |

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|---|------------|--|
|   |            | Narrative Writing: Revising by Adding Details  • Unit 2: Day 06  |
|   |            | Narrative Writing: Revising to add Thoughts and Feelings   |
|   |            | • Unit 2: Day 07   |
|   |            | Narrative Writing: Adjectives and Adverbs  |
|   |            | Unit 2: Day 08     Narrative Writing: Temporal Words Day 1   |
|   |            | • Unit 2: Day 09   |
|   |            | Narrative Writing: Temporal Words Day 2  |
|   |            | Unit 2: Day 11     Narrative Writing: Formal Writing Assessment Day 1  |
|   |            | • Unit 2: Day 12   |
|   |            | Narrative Writing: Formal Writing Assessment Day 2   |
|   |            | • Unit 5: Day 01   |
|   |            | Planning with a Story Strip Day 1 • Unit 5: Day 02   |
|   |            | Planning with a Story Strip Day 2  |
|   |            | • Unit 5: Day 03   |
|   |            | Writing in the Past Tense Day 1  |
|   |            | Unit 5: Day 04     Writing in the Past Tense and Using Plural Nouns  |
|   |            | • Unit 5: Day 05   |
|   |            | Adjectives   |
|   |            | • Unit 5: Day 06   |
|   |            | Possessive and Plural Nouns  • Unit 5: Day 09  |
|   |            | Formal Writing Assessment: Planning  |
|   |            | • Unit 5: Day 10   |
|   |            | Formal Writing Assessment  |
|   |            | Unit 5: Day 11 Formal Writing Assessment: Revising   |
|   |            | • Unit 5: Day 12   |
|   |            | Using Temporal Words   |
| CONTENT STANDARD /<br>DOMAIN / PART             | CA.CC.W.2. | Writing Standards  |
|   |            |  |
| PERFORMANCE                                     |            | Production and Distribution of Writing   |
|   |            | Production and Distribution of Writing   |
| PERFORMANCE<br>STANDARD / MODE                  | W.2.4.     | 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.) CA   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization  • Unit 1: Day 04  Traits: Voice  |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity • Unit 1: Day 02  Traits: Ideas • Unit 1: Day 03  Traits: Organization • Unit 1: Day 04  Traits: Voice • Unit 1: Day 06  |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice • Unit 2: Day 01  |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization  • Unit 1: Day 04  Traits: Voice  • Unit 1: Day 06  Traits: Word Choice  • Unit 2: Day 01  Narrative Writing: BME  • Unit 2: Day 02   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization  • Unit 1: Day 04  Traits: Voice  • Unit 1: Day 06  Traits: Word Choice  • Unit 2: Day 01  Narrative Writing: BME  • Unit 2: Day 02  Narrative Writing: Past Tense Verbs  |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity • Unit 1: Day 02  Traits: Ideas • Unit 1: Day 03  Traits: Organization • Unit 1: Day 04  Traits: Voice • Unit 1: Day 06  Traits: Word Choice • Unit 2: Day 01  Narrative Writing: BME • Unit 2: Day 02  Narrative Writing: Past Tense Verbs • Unit 2: Day 03   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization  • Unit 1: Day 04  Traits: Voice  • Unit 1: Day 06  Traits: Word Choice  • Unit 2: Day 01  Narrative Writing: BME  • Unit 2: Day 02  Narrative Writing: Past Tense Verbs  |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity • Unit 1: Day 02  Traits: Ideas • Unit 1: Day 03  Traits: Organization • Unit 1: Day 04  Traits: Voice • Unit 1: Day 06  Traits: Word Choice • Unit 2: Day 01  Narrative Writing: BME • Unit 2: Day 02  Narrative Writing: Past Tense Verbs • Unit 2: Day 03  Narrative Writing: Review Focus Skills • Unit 2: Day 05  Narrative Writing: Revising by Adding Details   |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 1: Day 04 Traits: Voice Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Narrative Writing: BME Unit 2: Day 02 Narrative Writing: Past Tense Verbs Unit 2: Day 03 Narrative Writing: Review Focus Skills Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 2: Day 06  |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 1: Day 04 Traits: Voice Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Narrative Writing: BME Unit 2: Day 02 Narrative Writing: Past Tense Verbs Unit 2: Day 03 Narrative Writing: Review Focus Skills Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings |
| PERFORMANCE<br>STANDARD / MODE<br>EXPECTATION / | W.2.4.     | 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.) CA  WritingCity  • Unit 1: Day 02  Traits: Ideas  • Unit 1: Day 03  Traits: Organization  • Unit 1: Day 04  Traits: Voice  • Unit 1: Day 06  Traits: Word Choice  • Unit 2: Day 01  Narrative Writing: BME  • Unit 2: Day 02  Narrative Writing: Past Tense Verbs  • Unit 2: Day 03  Narrative Writing: Review Focus Skills  • Unit 2: Day 05  Narrative Writing: Revising by Adding Details  • Unit 2: Day 06                       |

|  |        | Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09  |
|--|--------|---|
|  |        | Narrative Writing: Temporal Words Day 2   |
|  |        | Unit 2: Day 11     Narrative Writing: Formal Writing Assessment Day 1   |
|  |        | • Unit 2: Day 12  |
|  |        | Narrative Writing: Formal Writing Assessment Day 2  |
|  |        | • Unit 5: Day 01  |
|  |        | Planning with a Story Strip Day 1 • Unit 5: Day 02  |
|  |        | Planning with a Story Strip Day 2   |
|  |        | • Unit 5: Day 03  |
|  |        | Writing in the Past Tense Day 1 • Unit 5: Day 04  |
|  |        | Writing in the Past Tense and Using Plural Nouns  |
|  |        | • Unit 5: Day 05  |
|  |        | Adjectives  • Unit 5: Day 06  |
|  |        | Possessive and Plural Nouns   |
|  |        | • Unit 5: Day 09  |
|  |        | Formal Writing Assessment: Planning  • Unit 5: Day 10   |
|  |        | Formal Writing Assessment   |
|  |        | Unit 5: Day 11     Formal Writing Assessment: Revising  |
|  |        | Unit 5: Day 12  |
|  |        | Using Temporal Words  |
|  |        | • 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     Paragraph Planning SheetPart 1   |
|  |        | • Unit 6: Day 07  |
|  |        | 4 Paragraph Planning SheetPart 2  |
| EXPECTATION /<br>SUBSTRAND   | W.2.5. | 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 3a: Day 01     Introducing the 2 Paragraph Planning Sheet  |
|  |        | • Unit 3a: Day 02   |
|  |        | Plural Nouns  |
|  |        | Unit 3a: Day 03     Paragraph Planning  |
|  |        | • Unit 3a: Day 04   |
|  |        | Writing 2 Paragraphs  |
|  |        | Unit 3a: Day 05     Revising to Add Adjectives and Adverbs  |
|  |        | • Unit 3a: Day 06   |
|  |        | Revising Checklist  |
|  |        | Unit 3a: Day 07 Glows and Grows   |
|  |        | • Unit 3a: Day 08   |
|  |        | Write Informative Text Part 1   |
| I and the second | II .   | HALIMIT YOU DOWN ON   |
|  |        | Unit 3a: Day 09     Write Informative Text Part 2   |

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• Unit 3a: Day 10
Revising Checklist
• Unit 3a: Day 11
Formal Writing Assessment: Plan
• Unit 3a: Day 12
Formal Writing Assessment
• Unit 3a: Day 13
Scoring with a Rubric

    Unit 3b: Day 01

Facts and Opinions

    Unit 3b: Day 02

Defining Nouns

    Unit 3b: Day 03

Defining Nouns Part 2

    Unit 3b: Day 04

Writing a Conclusion

    Unit 3b: Day 05

Varying Sentences

    Unit 3b: Day 06

Practicing Planning a 2 Paragraph Piece

    Unit 3b: Day 07

Practicing with Short and Long Sentences

    Unit 3b: Day 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
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|                                     |            | 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  4 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 |
|-------------------------------------|------------|--|
| EXPECTATION /<br>SUBSTRAND          | W.2.6.     | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.2. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge  |
| EXPECTATION /<br>SUBSTRAND          | W.2.7.     | 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).  WritingCity 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  |
| EXPECTATION /<br>SUBSTRAND          | W.2.8.     | 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 Unit 6: Day 05 Research Resources Unit 6: Day 06 4 Paragraph Planning SheetPart 1 Unit 6: Day 07 4 Paragraph Planning SheetPart 2   |
|-------------------------------------|------------|--|
| CONTENT STANDARD /                  | CA CC W 2  |  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.2. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Range of Writing   |
| EXPECTATION / SUBSTRAND             | W.2.10.    | 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. CA  WritingCity  • Unit 1: Day 01  Getting Ready to Write: Topics  • Unit 2: Day 05  Narrative Writing: Revising by Adding Details  • Unit 3a: Day 05  Revising to Add Adjectives and Adverbs  • Unit 3a: Day 06  Revising Checklist  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 10  Revising Checklist  • Unit 3a: Day 13  Scoring with a Rubric  • Unit 3b: Day 03  Defining Nouns Part 2  • 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 15 |

|                                     |            | Unit 4: Day 04 Revising and Editing with a Checklist     Unit 4: Day 05 Peer Revising     Unit 4: Day 09 Revising and Editing     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 10 Formal Writing Assessment: Revising and Editing     Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric |
|-------------------------------------|------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.2. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | L.2.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION / PROFICIENCY LEVEL      | L.2.1.a.   | 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  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.2.1.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  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.2.1.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 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   |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.1.d. | Formal Writing Assessment: Revising and Editing  Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).   |
|                                   |          | WritingCity  • 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 Past Tense Day 1  • Unit 5: Day 09  Formal Writing Assessment: Planning  • Unit 5: Day 10  Formal Writing Assessment   |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.1.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 & 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   |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.1.f.   | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).  WritingCity |
|                                   |            | • Unit 1: Day 05  |
|                                   |            | Traits: Sentence Fluency  |
|                                   |            | Unit 2: Day 04     Narrative Writing: Revising for Sentence Fluency   |
|                                   |            | • 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 12   |
|                                   |            | Formal Writing Assessment  • Unit 3b: Day 05  |
|                                   |            | Varying Sentences   |
|                                   |            | • Unit 3b: Day 07   |
|                                   |            | Practicing with Short and Long Sentences  |
|                                   |            | 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   |
| CONTENT STANDARD /                | CA.CC.L.2. | Language Standards  |
| DOMAIN / PART                     | UA.UU.L.2. |   |
| PERFORMANCE<br>STANDARD / MODE    |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND        | L.2.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.2.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: Povising and Editing  |
| 1                                 | II.        | Formal Writing Assessment: Revising and Editing   |

| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.2.b. | WritingCity  • 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   |
|-----------------------------------|----------|--|
| FOUNDATION / PROFICIENCY LEVEL    | L.2.2.c. | Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity 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 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 09 Formal Writing Assessment: Planning |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.2.d. | Formal Writing Assessment  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.2.2.e. | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  WritingCity  • 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 |

## California Content Standards Language Arts

Grade: 3 - Adopted: 2013

| Grade. 3 - Adopted. 2013            |                                |  |  |
|-------------------------------------|--------------------------------|--|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading  |  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Key Ideas and Details  |  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  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 Response to Text- Comparing Two Texts   |  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  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 Response to Text- Comparing Two Texts • 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 |  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • 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 5: Day 18  |
|                            |                                | Activate Thinking in Traditional Literature   |
| CONTENT STANDARD /         | CCSS.ELA-                      | College and Career Readiness Anchor Standards for Reading   |
| DOMAIN / PART              | Literacy.CCRA.R.               | Conogo and Caroor Roadingso Anonor Ctandards for Roading  |
| PERFORMANCE                |                                | Craft and Structure   |
| STANDARD / MODE            |                                |   |
| EXPECTATION /              | CCSS.ELA-                      | Interpret words and phrases as they are used in a text, including   |
| SUBSTRAND                  | Literacy.CCRA.R.4              | determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                 |
|                            |                                | 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 5: Day 19  |
|                            |                                | Responses to Text: Comparing Morals   |
|                            |                                | • Unit 5: Day 20  |
|                            |                                | Responses to Text: Comparing Morals   |
| EXPECTATION /<br>SUBSTRAND | CCSS.ELA-<br>Literacy.CCRA.R.6 | Assess how point of view or purpose shapes the content and style of a text.   |
|                            |                                | WritingCity   |
|                            |                                | • Unit 2: Day 18  |
|                            |                                | Writers Respond to Questions and Prompts  |
| CONTENT STANDARD /         | CCSS.ELA-                      | College and Career Readiness Anchor Standards for Reading   |
| DOMAIN / PART              | Literacy.CCRA.R.               |   |
| PERFORMANCE                |                                | Integration of Knowledge and Ideas  |
| STANDARD / MODE            |                                |   |
| EXPECTATION /<br>SUBSTRAND | CCSS.ELA-<br>Literacy.CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.        |
|                            |                                | <u>WritingCity</u>  |
|                            |                                | • 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   |
|                            |                                | • Unit 4: Day 12  |
|                            |                                | Response to Text- A Taste of Two  |
|                            |                                | Unit 4: Day 13 Response to Text- Comparing Two Texts  |
| EVECTATION /               | CCCC EL A                      |   |
| EXPECTATION /<br>SUBSTRAND | CCSS.ELA-<br>Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|                            |                                | WritingCity   |
|                            |                                | • Unit 4: Day 13  |
| 1                          |                                | Response to Text- Comparing Two Texts   |
|                            |                                | Response to rext- comparing two rexts   |

| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.   | College and Career Readiness Anchor Standards for Reading  |
|-------------------------------------|---------------------------------|--|
| PERFORMANCE<br>STANDARD / MODE      |                                 | Range of Reading and Level of Text Complexity  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.  WritingCity  • 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  • Unit 2: Day 21  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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.   | College and Career Readiness Anchor Standards for Writing  |
| PERFORMANCE<br>STANDARD / MODE      |                                 | Text Types and Purposes  |
| EXPECTATION /<br>SUBSTRAND          | Literacy.CCRA.W.2               | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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 06 Paragraphs and Linking Words  • Unit 3a: Day 10 Teacher Modeling and Planning  • Unit 3a: Day 11 Special Place  • Unit 3a: Day 12 Revising with A.R.M.S.  • Unit 3b: Day 03 Editing and Scoring  • Unit 3b: Day 02 Becoming Experts  • Unit 3b: Day 03 Facts, Definitions, and Details  • Unit 3b: Day 06 Introductions  • Unit 3b: Day 09 Planning Sheets  • Unit 3b: Day 10 Formal Writing Assessment  • Unit 6: Day 04 Guided Notes Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Introductions  • 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  |
| EXPECTATION /                       | CCSS.ELA-                     | Write narratives to develop real or imagined experiences or events |
| SUBSTRAND                           | Literacy.CCRA.W.3             | using effective technique, well-chosen details and well-structured |
|                                     | _                             | event sequences.   |
|                                     |                               | 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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W. | College and Career Readiness Anchor Standards for Writing          |
| PERFORMANCE<br>STANDARD / MODE      |                               | Production and Distribution of Writing                             |
| EXPECTATION /                       | CCSS.ELA-                     | Produce clear and coherent writing in which the development,       |
| SUBSTRAND                           | Literacy.CCRA.W.4             |  |
|                                     |                               | audience.  |
|                                     |                               | MuitingCity  |
|                                     |                               | WritingCity  • Unit 1: Day 02                                      |
|                                     |                               | - Office 1. Day 02   |

6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 02 **Becoming Experts**  Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10

Formal Writing Assessment

• Unit 3b: Day 11 Revising with A.R.M.S

 Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 **Editing for Capitals** • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 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   |
| EXPECTATION /<br>SUBSTRAND | CCSS.ELA-<br>Literacy.CCRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|                            |                                | WritingCity   |
|                            |                                | • Unit 1: Day 01  |
|                            |                                | Getting Ready to Write: Topics  |
|                            |                                | • Unit 1: Day 08  |
|                            |                                | Getting Ready for Writing   |
|                            |                                | • Unit 2: Day 07  |
|                            |                                | Writing the Whole Story   |
|                            |                                | • Unit 2: Day 08  |
|                            |                                | Planning  |
|                            |                                | • Unit 2: Day 09  |
|                            |                                | How to Bait a Reader  |
|                            |                                | • Unit 2: Day 11  |
|                            |                                | The 6 Traits Rubric   |
|                            |                                | • Unit 2: Day 12  |
|                            |                                | Writing From Experience   |
|                            |                                | Unit 2: Day 13 Scoring with a Rubric  |
|                            |                                | • Unit 2: Day 15  |
|                            |                                | 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 01   |
|                            |                                | Informational Writing • Unit 3a: Day 03   |
|                            |                                | Narrative vs. Non-Narrative   |
|                            |                                | • Unit 3a: Day 04   |
|                            |                                | Voice   |
|                            |                                | • Unit 3a: Day 05   |
|                            |                                | Introductions and Topic Sentences   |
|                            |                                | • Unit 3a: Day 09   |
|                            |                                | Score and Brainstorm  |
|                            |                                | • Unit 3a: Day 10   |
|                            |                                | Teacher Modeling and Planning   |
|                            |                                | • Unit 3a: Day 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   |
| L                          |                                |   |

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• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 12
Editing Checklist
• Unit 3b: Day 13
Scoring Our Writing
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring

    Unit 4: Day 12

Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 04
Fables and Focus
• Unit 5: Day 05
Action Words
• Unit 5: Day 06
Moral of the Lesson
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 08
Fable Planning: Talk it Out
• Unit 5: Day 10
Possessives and Plurals, Oh My!
• Unit 5: Day 11
Editing for Capitals
• 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
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|                    |                   | 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  |
|                    |                   |   |
| EXPECTATION /      | CCSS.ELA-         | Use technology, including the Internet, to produce and publish  |
| SUBSTRAND          | Literacy.CCRA.W.6 | writing and to interact and collaborate with others.  |
|                    |                   |   |
|                    |                   | WritingCity   |
|                    |                   | • Unit 6: Day 15  |
|                    |                   | Publishing with Technology  |
| CONTENT STANDARD / | CCSS.ELA-         | College and Career Readiness Anchor Standards for Writing   |
| DOMAIN / PART      | Literacy.CCRA.W.  | 3   |
| PERFORMANCE        |                   | Research to Build and Present Knowledge   |
|                    |                   | Research to Build and Present Knowledge   |
| STANDARD / MODE    |                   |   |
| EXPECTATION /      | CCSS.ELA-         | Conduct short as well as more sustained research projects based   |
| SUBSTRAND          | Literacy.CCRA.W.7 | on focused questions, demonstrating understanding of the  |
|                    |                   | subject under investigation.  |
|                    |                   |   |
|                    |                   | <u>WritingCity</u>  |
|                    |                   | • Unit 6: Day 01  |
|                    |                   | Start by Choosing a Topic   |
|                    |                   | • Unit 6: Day 02  |
|                    |                   | Searching the Internet  |
|                    |                   | • Unit 6: Day 03  |
|                    |                   | Ready, Set, Highlight   |
|                    |                   | • Unit 6: Day 04  |
|                    |                   | Guided Notes Journal  |
|                    |                   | • Unit 6: Day 05  |
|                    |                   | Paraphrasing  |
|                    |                   | • Unit 6: Day 06  |
|                    |                   | Guided Notes Journal  |
|                    |                   | • Unit 6: Day 07  |
|                    |                   | Glows and Grows   |
|                    |                   | • Unit 6: Day 08  |
|                    |                   | 5 Square Planning Sheet   |
|                    |                   | • Unit 6: Day 10  |
|                    |                   | Ready, Set, Write!  |
|                    |                   | • Unit 6: Day 11  |
|                    |                   | Just Keep Writing   |
|                    |                   | • Unit 6: Day 12  |
|                    |                   | Revising Ears   |
|                    |                   | • Unit 6: Day 13  |
|                    |                   | Editing Glasses   |
|                    |                   | • Unit 6: Day 14  |
|                    |                   |   |
|                    |                   | Scoring with a Rubric   |
| EXPECTATION /      | CCSS.ELA-         | Gather relevant information from multiple print and digital   |
|                    |                   |   |
| SUBSTRAND          | Literacy.CCRA.W.8 | sources, assess the credibility and accuracy of each source, and  |
| SUBSTRAND          | Literacy.CCRA.W.8 | sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| SUBSTRAND          | Literacy.CCRA.W.8 |   |
| SUBSTRAND          | Literacy.CCRA.W.8 |   |

| • 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 • 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 14 |  |
|--|--|
|--|--|

| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.   | College and Career Readiness Anchor Standards for Writing  |
|-------------------------------------|---------------------------------|--|
| PERFORMANCE<br>STANDARD / MODE      |                                 | Range of Writing   |
| EXPECTATION / SUBSTRAND             | CCSS.ELA-<br>Literacy.CCRA.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 tasks, purposes, and audiences.  WritingCity  • Unit 1: Day 08  Getting Ready for Writing  • Unit 2: Day 16  Intro to Response Writing  • Unit 2: Day 17  Off to the RACES  • Unit 2: Day 18  Writers Respond to Questions and Prompts  • Unit 2: Day 19  Using the Checklist  • Unit 2: Day 20  Read, Reread, Respond and Score  • Unit 2: Day 21  Read, Reread, Respond and Score  • Unit 3a: Day 01  Informational Writing  • Unit 3a: Day 05  Introductions and Topic Sentences  • Unit 3b: Day 10  Formal Writing Assessment  • Unit 3b: Day 17  Scoring a Response  • Unit 4: Day 05 |

|                                     |                                | 5 Square Organizer • Unit 4: Day 07   |
|-------------------------------------|--------------------------------|---|
|                                     |                                | Uno, Dos, Traits: Scoring with Rubric                                       |
|                                     |                                | • Unit 4: Day 08  |
|                                     |                                | Introductions, Conclusions, & Student Planning                              |
|                                     |                                | • Unit 4: Day 09  |
|                                     |                                | Formal Writing Assessment  • Unit 4: Day 10                                 |
|                                     |                                | Revising  |
|                                     |                                | • Unit 4: Day 11  |
|                                     |                                | Editing and Scoring   |
|                                     |                                | • Unit 4: Day 12  |
|                                     |                                | Response to Text- A Taste of Two • Unit 4: Day 13                           |
|                                     |                                | Response to Text- Comparing Two Texts                                       |
|                                     |                                | • Unit 4: Day 14  |
|                                     |                                | Response to Text- A Persuasive Letter                                       |
|                                     |                                | • Unit 5: Day 02  |
|                                     |                                | What is a Fable?  |
|                                     |                                | Unit 5: Day 10 Possessives and Plurals, Oh My!                              |
|                                     |                                | • Unit 5: Day 11  |
|                                     |                                | Editing for Capitals  |
|                                     |                                | • Unit 5: Day 19  |
|                                     |                                | Responses to Text: Comparing Morals   |
|                                     |                                | Unit 5: Day 20 Responses to Text: Comparing Morals                          |
|                                     |                                | • Unit 6: Day 01  |
|                                     |                                | Start by Choosing a Topic   |
|                                     |                                | • Unit 6: Day 02  |
|                                     |                                | Searching the Internet  |
|                                     |                                | • Unit 6: Day 03  |
|                                     |                                | Ready, Set, Highlight • Unit 6: Day 04                                      |
|                                     |                                | Guided Notes Journal  |
|                                     |                                | • Unit 6: Day 05  |
|                                     |                                | Paraphrasing  |
|                                     |                                | • Unit 6: Day 06  |
|                                     |                                | Guided Notes Journal  |
|                                     |                                | Unit 6: Day 07 Glows and Grows  |
|                                     |                                | • Unit 6: Day 08  |
|                                     |                                | 5 Square Planning Sheet   |
|                                     |                                | • Unit 6: Day 10  |
|                                     |                                | Ready, Set, Write!  |
|                                     |                                | • Unit 6: Day 11  |
|                                     |                                | Just Keep Writing • Unit 6: Day 12  |
|                                     |                                | Revising Ears   |
|                                     |                                | • Unit 6: Day 13  |
|                                     |                                | Editing Glasses   |
|                                     |                                | • Unit 6: Day 14  |
|                                     |                                | Scoring with a Rubric   |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.SL. | College and Career Readiness Anchor Standards for Speaking<br>and Listening |
| PERFORMANCE                         |                                | Presentation of Knowledge and Ideas   |
| STANDARD / MODE                     |                                | 1 103011tation of Milowieuge and Ideas                                      |
| EXPECTATION /                       | CCSS.ELA-                      | Adapt speech to a variety of contexts and communicative tasks,              |
| SUBSTRAND                           | Literacy.CCRA.SL.6             | demonstrating command of formal English when indicated or                   |
|                                     |                                | appropriate.  |
|                                     |                                | WritingCity   |
|                                     |                                | WritingCity • Unit 2: Day 06  |
|                                     |                                | Writing with Emotion  |
|                                     |                                |   |

|                                     |                                | Unit 2: 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 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising Unit 5: Day 16 Revising Fables Unit 5: Day 16 Revising Fables |
|-------------------------------------|--------------------------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE<br>STANDARD / MODE      | Enteracy. Oct A.E.             | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|                                     |                                | WritingCity  • Unit 1: Day 07 6 Traits: Conventions  • Unit 2: Day 15 EditingGlows and Grows  • Unit 3a: Day 09 Score and Brainstorm  • Unit 3a: Day 13 Editing and Scoring  • Unit 3b: Day 12 Editing Checklist  • Unit 4: Day 11 Editing and Scoring  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Knowledge of Language   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |

| WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17   |  |
|--|--|
| Vocabulary in a Text   |  |
|  |  |
|  |  |
| Scoring a Response   |  |
| • Unit 3b: Day 18  |  |
| Scoring a Response   |  |
| • Unit 4: Day 12   |  |
| Response to Text- A Taste of Two   |  |
| CONTENT STANDARD / CCSS.ELA- College and Career Readiness And  | chor Standards for Language  |
| DOMAIN / PART Literacy.CCRA.L.   | 3.13   |
| PERFORMANCE Vocabulary Acquisition and Use STANDARD / MODE   |  |
| SUBSTRAND  CCSS.ELA- Literacy.CCRA.L.4  Determine or clarify the meaning of meaning words and phrases by us meaningful word parts, and consureference materials, as appropriate                                      | ing context clues, analyzing<br>Iting general and specialized  |
| WritingCity • 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  |  |
| EXPECTATION / CCSS.ELA- Demonstrate understanding of figure SUBSTRAND Literacy.CCRA.L.5 relationships, and nuances in work   |  |
| WritingCity  | · ·  |
| • Unit 3b: Day 05  |  |
| Voice and Word Choice  |  |
| • Unit 3b: Day 08  |  |
| Uno, Dos, Traits   |  |
| CCSS.ELA- Literacy.CCRA.L.6  Acquire and use accurately a rang domain-specific words and phrase speaking, and listening at the colle demonstrate independence in gath when encountering an unknown te or expression. | es sufficient for reading, writing,<br>ege and career readiness level;<br>hering vocabulary knowledge  |
| 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   |  |
| CONTENT STANDARD / CA.CC.RL.3. Reading Standards for Literature DOMAIN / PART  |  |
|  |  |
| PERFORMANCE Key Ideas and Details  | and the second s |
|  |  |
| PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RL.3.1.  Ask and answer questions to demo referring explicitly to the text as the  |  |
| PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RL.3.1.  Ask and answer questions to demo referring explicitly to the text as the writingCity  |  |
| PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RL.3.1.  Ask and answer questions to demo referring explicitly to the text as the  |  |

|                                     |             | 05.4 4 0.000  |
|-------------------------------------|-------------|---|
|                                     |             | 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 |
| EXPECTATION /<br>SUBSTRAND          | RL.3.2.     | Recount 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 the 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  |
| EXPECTATION /<br>SUBSTRAND          | RL.3.3.     | 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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.3. | Reading Standards for Literature  |
| PERFORMANCE<br>STANDARD / MODE      |             | Craft and Structure   |
| EXPECTATION /<br>SUBSTRAND          | RL.3.4.     | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA  WritingCity  Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals  |
| EXPECTATION /<br>SUBSTRAND          | RL.3.5.     | 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   |
| EXPECTATION /<br>SUBSTRAND          | RL.3.6.     | Distinguish their 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  |
| CONTENT STANDARD /                  | CA.CC.RL.3. | Reading Standards for Literature  |

| PERFORMANCE<br>STANDARD / MODE      |             | Range of Reading and Level of Text Complexity  |
|-------------------------------------|-------------|--|
| EXPECTATION /<br>SUBSTRAND          | RL.3.10.    | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  WritingCity  • 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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.3. | Reading Standards for Informational Text   |
| PERFORMANCE<br>STANDARD / MODE      |             | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND             | RI.3.1.     | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  WritingCity  • 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 |
| EXPECTATION / SUBSTRAND             | RI.3.2.     | Determine the main idea of a text; recount 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 Response to Text- Comparing Two Texts  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.3. | Reading Standards for Informational Text   |
| PERFORMANCE<br>STANDARD / MODE      |             | Craft and Structure  |
| EXPECTATION /<br>SUBSTRAND          | RI.3.4.     | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA  WritingCity Unit 3b: Day 16   |

|                                     |             | Vesskuleruin e Teut   |
|-------------------------------------|-------------|---|
|                                     |             | 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  |
| EXPECTATION /<br>SUBSTRAND          | RI.3.5.     | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
|                                     |             | WritingCity • 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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.3. | Reading Standards for Informational Text  |
| PERFORMANCE<br>STANDARD / MODE      |             | Integration of Knowledge and Ideas  |
| EXPECTATION /                       | RI.3.7.     | Use information gained from illustrations (e.g., maps, photographs)   |
| SUBSTRAND                           |             | 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  |
| EXPECTATION /                       | RI.3.8.     | Describe the logical connection between particular sentences and  |
| SUBSTRAND                           |             | 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  |
| EXPECTATION /                       | RI.3.9.     |   |
| SUBSTRAND                           | RI.3.9.     | Compare and contrast the most important points and key details presented in two texts on the same topic.                                |
|                                     |             | WritingCity   |
|                                     |             | • Unit 4: Day 13  |
|                                     |             | Response to Text- Comparing Two Texts   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.3. | Reading Standards for Informational Text  |
| PERFORMANCE<br>STANDARD / MODE      |             | Range of Reading and Level of Text Complexity   |
| EXPECTATION /                       | RI.3.10.    | By the end of the year, read and comprehend informational texts,  |
| SUBSTRAND                           |             | including history/social studies, science, and technical texts, at the  |
|                                     |             | high end of the grades 2-3 text complexity band independently and   |
|                                     |             | proficiently.   |
|                                     |             | W 11  |
|                                     |             | WritingCity   |
|                                     |             | • Unit 4: Day 12  |
|                                     |             | Response to Text- A Taste of Two  |
|                                     |             | Unit 4: Day 13     Response to Text- Comparing Two Texts  |
|                                     |             | response to text- companing two texts   |

| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RF.3. | Reading Standards: Foundational Skills  |
|-------------------------------------|-------------|---|
| PERFORMANCE<br>STANDARD / MODE      |             | Fluency   |
| EXPECTATION /<br>SUBSTRAND          | RF.3.4.     | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | RF.3.4.a.   | Read on-level text with purpose and understanding.  WritingCity  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 Unit 2: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.3.  | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |             | Text Types and Purposes   |
| EXPECTATION /<br>SUBSTRAND          | W.3.1.      | Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| FOUNDATION / PROFICIENCY LEVEL      | W.3.1.a.    | Introduce the topic or text they are writing about, 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 |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.3.1.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   |

| FOUNDATION /                        | W.3.1.d.   | Provide a concluding statement or section   |
|-------------------------------------|------------|---|
| PROFICIENCY LEVEL                   |            | Provide a concluding statement or section.  WritingCity 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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.3. | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Text Types and Purposes   |
| EXPECTATION /<br>SUBSTRAND          | W.3.2.     | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.3.2.a.   | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  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 06 Paragraphs and Linking Words  • Unit 3a: Day 10 Teacher Modeling and Planning  • Unit 3a: Day 11 Special Place  • Unit 3a: Day 12 Revising with A.R.M.S.  • Unit 3a: Day 13 Editing and Scoring  • Unit 3b: Day 03 Facts, Definitions, and Details  • Unit 3b: Day 03 Facts, Definitions, and Details  • 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 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                                   |
| FOUNDATION /<br>PROFICIENCY LEVEL | W.3.2.b. | Develop the topic with facts, definitions, and details. |
|                                   |          | 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 04                                       |
|                                   |          | Voice   |
|                                   |          | Unit 3a: Day 05     Introductions and Topic Sentences   |
|                                   |          | Unit 3a: Day 06   |
|                                   |          | Paragraphs and Linking Words                            |
|                                   |          | • 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 02                                       |
|                                   |          | Becoming Experts  • 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 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  |

| FOUNDATION /<br>PROFICIENCY LEVEL   | W.3.2.c.   | Ready, Set, Write!  • Unit 6: Day 11 Just Keep Writing  • Unit 6: Day 14 Scoring with a Rubric  Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  WritingCity  • Unit 3a: Day 06 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 Revising with A.R.M.S. Unit 3b: Day 04 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  |
| FOUNDATION / PROFICIENCY LEVEL      | W.3.2.d.   | Provide a concluding statement or section.  WritingCity 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 07 Revisiting Conclusions Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S. |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.3. | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Text Types and Purposes   |
| EXPECTATION /<br>SUBSTRAND          | W.3.3.     | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.3.3.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 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 07 Fable Beginnings • 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 |
|-----------------------------------|----------|---|
| FOUNDATION /<br>PROFICIENCY LEVEL | W.3.3.b. | 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 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14 Formal Writing Assessment  |

|                                     | 1          |   |
|-------------------------------------|------------|---|
|                                     |            | • Unit 5: Day 15                                      |
|                                     |            | Scoring Fables  • Unit 5: Day 16                      |
|                                     |            | Revising Fables                                       |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.3.3.c.   | 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                             |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.3.3.d.   | Provide a sense of closure.                           |
|                                     |            | WritingCity   |
|                                     |            | • 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                             |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.3. | Writing Standards                                     |
|                                     |            |   |

|               |        | 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 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 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 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  |
|               |        |  |
| EXPECTATION / | W.3.5. | With guidance and support from peers and adults, develop and     |
| SUBSTRAND     |        | 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 3.)             |
|               |        | WritingCity  |
|               | II .   | vviitiligoity  |
|               |        |  |
|               |        | Unit 1: Day 01 Getting Ready to Write: Topics                    |

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

Response to Text- A Taste of Two

• Unit 4: Day 13

|                                     |            | 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 16 Revising Fables  • Unit 5: Day 17 Editing Fables  • Unit 5: Day 17 Editing Fables  • Unit 5: Day 19 Responses to Text: Comparing Morals  • Unit 6: Day 01 Start by Choosing a Topic  • Unit 6: Day 01 Start by Choosing a Topic  • Unit 6: Day 07 Glows and Grows  • Unit 6: Day 08 5 Square Planning Sheet  • Unit 6: Day 12 Revising Ears  • Unit 6: Day 13 Editing Glasses  • Unit 6: Day 13 Editing Glasses  • Unit 6: Day 14 Scoring with a Rubric  • Unit 6: Day 16 Reflection and Celebration |
|-------------------------------------|------------|---|
| EXPECTATION /                       | W.3.6.     | Scoring with a Rubric • Unit 6: Day 16  |
| SUBSTRAND                           |            | and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  WritingCity  • Unit 6: Day 15 Publishing with Technology  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.3. | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge   |
| EXPECTATION /<br>SUBSTRAND          | W.3.7.     | Conduct short research projects that build knowledge about a topic.   |

|                                     | 11         |  |
|-------------------------------------|------------|--|
|                                     |            | WritingCity  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 S 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   |
| EXPECTATION /                       | W.3.8.     | Recall information from experiences or gather information from   |
| SUBSTRAND                           |            | print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
|                                     |            | WritingCity  • 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  • 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 14  Scoring with a Rubric |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.3. | Writing Standards  |
|                                     |            |  |

| PERFORMANCE<br>STANDARD / MODE |         | Range of Writing  |
|--------------------------------|---------|---|
| EXPECTATION / SUBSTRAND        | W.3.10. | 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 audlences.  WritingCity  - Unit 1: Day 01  Getting Ready to Write: Topics - Unit 1: Day 08  Getting Ready for Writing - Unit 2: Day 07  Writing the Whole Story - Unit 2: Day 08  Planning - Unit 2: Day 09  How to Bait a Reader - Unit 2: Day 11  The 6 Traits Rubric - Unit 2: Day 12  Writing From Experience - Unit 2: Day 13  Scoring with a Rubric - Unit 2: Day 15  EditingGlows and Grows - Unit 2: Day 16  Intro to Response Writing - Unit 2: Day 17  Off to the RACES - Unit 2: Day 19  Using the Checklist - Unit 2: Day 20  Read, Reread, Respond and Score - Unit 2: Day 21  Read, Reread, Respond and Score - Unit 3a: Day 01  Informational Writing - Unit 3a: Day 04  Voice - Unit 3a: Day 05  Introductions and Topic Sentences - Unit 3a: Day 09  Score and Brainstorm - Unit 3a: Day 10  Teacher Modeling and Planning - Unit 3a: Day 12  Revising with A.R.M.S Unit 3b: Day 10  Flanting and Transition Words - Unit 3b: Day 10  Flanting and Transition Words - Unit 3b: Day 10  Flanting and Transition Words - Unit 3b: Day 10  Flanting and Transition Words - Unit 3b: Day 10  Flanting and Transition Words - Unit 3b: Day 10  Flanting Sheets - Unit 3b: Day 10  Flanting Sheets - Unit 3b: Day 11  Revising with A.R.M.S Unit 3b: Day 11  Flanting Sheets - Unit 3b: Day 12 |

Editing Checklist • Unit 3b: Day 13 Scoring Our Writing Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising Unit 4: Day 11 **Editing and Scoring** • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 **Editing for Capitals**  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

|                                     | 11         |   |
|-------------------------------------|------------|---|
|                                     |            | 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 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  |
|                                     |            | Scoring with a Rubric  • Unit 6: Day 16   |
|                                     |            | Reflection and Celebration  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.3. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | L.3.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.3.1.a.   | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| EQUINDATION /                       |            | WritingCity  • 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 05 Action Words • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 16 Revising Fables • Unit 5: Day 17 Editing Fables |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.3.1.b.   | Form and use regular and irregular plural nouns.  WritingCity   |
|                                     |            | 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   |
|-----------------------------------|----------|--|
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.1.c. | Use abstract nouns (e.g., childhood).  WritingCity  • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued   |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.1.d. | Form and use regular and irregular verbs.  WritingCity  Unit 5: Day 04  Fables and Focus Unit 5: Day 05  Action Words  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.1.e. | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 2: Day 14  RevisingGlows and Grows  • Unit 5: Day 04  Fables and Focus  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.1.f. | Ensure subject-verb and pronoun-antecedent agreement.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 2: Day 14  RevisingGlows and Grows  • Unit 3a: Day 09  Score and Brainstorm  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.1.g. | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  WritingCity  • Unit 3b: Day 05  Voice and Word Choice  • Unit 3b: Day 08  Uno, Dos, Traits  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.1.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   |
|-------------------------------------|------------|---|
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.3.1.i.   | Produce simple, compound, and complex sentences.  WritingCity Unit 1: Day 05 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 3b: Day 08 Uno, Dos, Traits 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                   |
| FOUNDATION / PROFICIENCY LEVEL      | L.3.1.k.   | Use reciprocal pronouns correctly. CA  WritingCity  Unit 1: Day 06 6 Traits: Word Choice Unit 2: Day 01 Real Narrative 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 Square Organizer Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 16 Revising Fables Unit 5: Day 17 Editing Fables |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.3. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | L.3.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.3.2.a.   | Capitalize appropriate words in titles.  WritingCity  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!   |
|-----------------------------------|----------|--|
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.2.b. | Unit 5: Day 17     Editing Fables  Use commas in addresses.  WritingCity     Unit 3b: Day 01 Becoming Authorities  |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.2.c. | Use commas and quotation marks in dialogue.  WritingCity  • Unit 1: Day 02 6 Traits: Ideas  • Unit 1: Day 04 6 Traits: Voice  • Unit 2: Day 02 Adverbs  • Unit 2: Day 03 Dialogue=Detail  • Unit 2: Day 04 Using Dialogue to Develop Characters  • Unit 2: Day 06 Writing with Emotion  • Unit 2: Day 14 RevisingGlows and Grows  • Unit 3a: Day 04 Voice  • Unit 5: Day 02 What is a Fable?  • Unit 5: Day 06 Moral of the Lesson  • 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 |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.3.2.d. | Form and use possessives.  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  |

|  | 1          | Score, Plan, & Talk!  |
|--|------------|---|
|  |            | • Unit 5: Day 17  |
|  |            | Editing Fables  |
| FOUNDATION /<br>PROFICIENCY LEVEL            | L.3.2.e.   | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring |
| FOUNDATION /<br>PROFICIENCY LEVEL            | L.3.2.f.   | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
|  |            | WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 2: Day 15  EditingGlows and Grows  • Unit 3a: Day 09  Score and Brainstorm  • Unit 3a: Day 13  Editing and Scoring  • Unit 3b: Day 12  Editing Checklist  • Unit 4: Day 11  Editing and Scoring  |
| FOUNDATION /<br>PROFICIENCY LEVEL            | L.3.2.g.   | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  |
|  |            | WritingCity  • Unit 2: Day 15 EditingGlows and Grows  • Unit 3a: Day 13 Editing and Scoring  • Unit 3b: Day 12 Editing Checklist  • Unit 4: Day 11 Editing and Scoring  • Unit 5: Day 17 Editing Fables   |
| CONTENT STANDARD / DOMAIN / PART PERFORMANCE | CA.CC.L.3. | Language Standards  |
| STANDARD / MODE                              | 1 2 2      | Knowledge of Language   |
| EXPECTATION /<br>SUBSTRAND                   | L.3.3.     | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| FOUNDATION / PROFICIENCY LEVEL               | L.3.3.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 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 4: Day 07  Uno, Dos, Traits: Scoring with Rubric  • Unit 4: Day 10  Revising  • Unit 5: Day 10  Revising  • Unit 5: Day 10  Formal Writing Assessment  • Unit 5: Day 07  Fable Beginnings  • 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 |
|--|------------|--|
| CONTENT STANDARD /                           | CA.CC.L.3. | Language Standards   |
| DOMAIN / PART                                | JA.33.E.3. |  |
| PERFORMANCE<br>STANDARD / MODE               |            | Vocabulary Acquisition and Use   |
| EXPECTATION /<br>SUBSTRAND                   | L.3.4.     | 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.  |
|  |            | nexibity from a range of strategies.   |
| FOUNDATION /<br>PROFICIENCY LEVEL            | L.3.4.d.   | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA  WritingCity  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  |
|  | CA.CC.L.3. | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA  WritingCity  • Unit 6: Day 05  Paraphrasing  • Unit 6: Day 06  Guided Notes Journal  • Unit 6: Day 07  Glows and Grows  • Unit 6: Day 14  |
| PROFICIENCY LEVEL  CONTENT STANDARD /        |            | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA  WritingCity  • 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   |
| CONTENT STANDARD / DOMAIN / PART PERFORMANCE |            | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA  WritingCity  • 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  Language Standards   |

|                                |            | WritingCity • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08   |
|--------------------------------|------------|---|
| CONTENT STANDARD /             | CA.CC.L.3. | Uno, Dos, Traits  Language Standards  |
| DOMAIN / PART                  |            |   |
| PERFORMANCE<br>STANDARD / MODE |            | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND        | L.3.6.     | 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 Revising-Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 17 Scoring a Response • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric |
|                                |            | <ul> <li>Unit 4: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 4: Day 10</li> <li>Revising</li> <li>Unit 4: Day 12</li> <li>Response to Text- A Taste of Two</li> <li>Unit 5: Day 05</li> <li>Action Words</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 14</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 15</li> <li>Scoring Fables</li> <li>Unit 5: Day 16</li> <li>Revising Fables</li> </ul>   |

## **California Content Standards**

## Language Arts

Grade: 4 - Adopted: 2013

|                                     |                               | aue. 4 - Auopieu. 2013   |
|-------------------------------------|-------------------------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R. | College and Career Readiness Anchor Standards for Reading  |
| PERFORMANCE                         |                               | Key Ideas and Details  |
| STANDARD / MODE                     |                               | Rey lueas and Details  |
|                                     | CCCC EL A                     | Dood alongly to detayming what the few serve symilatily and to   |
| EXPECTATION /                       | CCSS.ELA-                     | Read closely to determine what the text says explicitly and to   |
| SUBSTRAND                           | Literacy.CCRA.R.1             | make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|                                     |                               | writing or speaking to support conclusions drawn from the text.  |
|                                     |                               | WritingCity  |
|                                     |                               | • 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 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 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  |
|                                     |                               | • 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  |
| EXPECTATION /                       | CCSS.ELA-                     | Determine central ideas or themes of a text and analyze their  |
| SUBSTRAND                           | Literacy.CCRA.R.2             | development; summarize the key supporting details and ideas.   |
|                                     |                               |  |
|                                     |                               | WritingCity  |
|                                     |                               | • Unit 2: Day 16   |
|                                     |                               | Intro to Response to Text  |
|                                     |                               | Unit 2: Day 17 Ways Writers Respond to Reading   |
|                                     |                               | 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 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 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   |
|                            |           | • Unit 6: Day 03   |
|                            |           | Ready, Set, Highlight!   |
|                            |           | Init 6: Day 05   |
|                            |           | • Unit 6: Day 05   |
|                            |           | Paraphrasing   |
|                            |           | Paraphrasing • Unit 6: Day 06  |
|                            |           | Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2  |
|                            |           | Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07   |
|                            |           | Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2  |
| EXPECTATION /              | CCSS.ELA- | Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal   |
| EXPECTATION /<br>SUBSTRAND |           | Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal Analyze how and why individuals, events, or ideas develop and   |
| _                          |           | Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal   |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  |
|                            |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity   |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16   |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 20  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 20  Read, Reread and Respond  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 20  Read, Reread and Respond  • Unit 2: Day 21  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 20  Read, Reread and Respond  • Unit 2: Day 21  Reread, Respond and Score   |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 20  Read, Reread and Respond  • Unit 2: Day 21  Reread, Respond and Score  • Unit 3b: Day 15  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • 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  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 20  Read, Reread and Respond  • Unit 2: Day 21  Reread, Respond and Score  • Unit 3b: Day 15  |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • 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   |
| _                          |           | Paraphrasing  • Unit 6: Day 06  Guided Note-Taking Journal - Part 2  • Unit 6: Day 07  Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity  • Unit 2: Day 16  Intro to Response to Text  • 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 13  |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1   |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05  |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1   |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12  |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12 Response to Text   |
|                            |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12 Response to Text Unit 6: Day 03  |
|                            |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight!                             |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation 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  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing |
| _                          |           | Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  WritingCity Unit 2: Day 16 Intro to Response to Text 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05              |

|                                     |                                | a Unit 6: Day 07  |
|-------------------------------------|--------------------------------|---|
|                                     |                                | Unit 6: Day 07     Finishing the Journal  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Craft and Structure   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  WritingCity  • Unit 3b: Day 17  Nonfiction Choice Cards  |
| EXPECTATION /<br>SUBSTRAND          |                                | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  WritingCity  • Unit 3b: Day 18  Nonfiction Response and Score- Day 1  • Unit 3b: Day 19  Nonfiction Response and Score- Day 2   |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading   |
| PERFORMANCE<br>STANDARD / MODE      | Enteracy. Soft and             | Integration of Knowledge and Ideas  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
|                                     |                                | WritingCity  • 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  |
| EXPECTATION / SUBSTRAND             |                                | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Range of Reading and Level of Text Complexity   |

| EXPECTATION /      | CCSS.ELA-          | Read and comprehend complex literary and informational texts |
|--------------------|--------------------|--|
| SUBSTRAND          | Literacy.CCRA.R.10 | independently and proficiently.                              |
|                    |                    |  |
|                    |                    | <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                                    |
| CONTENT STANDARD / | CCSS.ELA-          | College and Career Readiness Anchor Standards for Writing    |
|                    |                    | College and Career Readilless Anchor Standards for Writing   |
| DOMAIN / PART      | Literacy.CCRA.W.   |  |
| PERFORMANCE        |                    | Text Types and Purposes                                      |
| STANDARD / MODE    |                    |  |
| EXPECTATION /      | CCSS.ELA-          | Write informative/explanatory texts to examine and convey    |
| SUBSTRAND          | Literacy.CCRA.W.2  |  |
|                    |                    | effective selection, organization, and analysis of content.  |
|                    |                    |  |
|                    |                    | 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!  |
|                    |                    | • 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   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Production and Distribution of Writing  |
| EXPECTATION /                       | CCSS.ELA-                      | Produce clear and coherent writing in which the development,  |
| SUBSTRAND                           | Literacy.CCRA.W.4              | organization, and style are appropriate to task, purpose, and audience.  WritingCity  • Unit 1: Day 02 Ideas  • Unit 1: Day 03 Organization  • Unit 2: Day 09 Scoring With A Rubric - Part 1  • Unit 2: Day 11 Planning  • Unit 2: Day 12 Formal Writing  • 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 3a: Day 03 Using the Planning Sheet  • Unit 3b: Day 04 Formal Writing  • Unit 3b: Day 03 Definitions |

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 03 5 Square Paragraph Planning • Unit 4: Day 06 Analyzing the Student Sample • 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 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • 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 Develop and strengthen writing as needed by planning, revising, EXPECTATION / CCSS.ELA-Literacy.CCRA.W.5 editing, rewriting, or trying a new approach. SUBSTRAND WritingCity • 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 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  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 |
|-------------------------------------|--------------------------------|--|
|                                     |                                | Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 04  |
|                                     |                                | Guided Note-Taking Journal - Part 1 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3   |
|                                     |                                | Unit 6: Day 10 Planning Continued     Unit 6: Day 11 Ready, Set, Write!  |
|                                     |                                | Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1  |
|                                     |                                | • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses  |
|                                     |                                | • Unit 6: Day 16 Technology Publishing     • Unit 6: Day 17 Finishing the Race!  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
|                                     |                                | WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Research to Build and Present Knowledge  |

| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
|-------------------------------------|---------------------------------|--|
|                                     |                                 | 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   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
|                                     |                                 | 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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.   | College and Career Readiness Anchor Standards for Writing  |
| PERFORMANCE<br>STANDARD / MODE      |                                 | Range of Writing   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.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 tasks, purposes, and audiences.  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 4: Day 03 |

| CONTENT STANDARD / | CCSS.ELA- | College and Career Readiness Anchor Standards for Speaking   |
|--------------------|-----------|--|
| CONTENT STANDARD / | CCSS EL A | • 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 5: Day 13 Compare and Contrast     Unit 6: Day 02 Search of the Internet  |
|                    |           | Analyzing the Student Sample  • 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 |
|                    |           | 5 Square Paragraph Planning • Unit 4: Day 06   |

| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening  |
|-------------------------------------|---------------------------------|---|
| PERFORMANCE<br>STANDARD / MODE      |                                 | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND             | CCSS.ELA-<br>Literacy.CCRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  WritingCity Unit 1: Day 06 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 05 Transitioning Smoothly Unit 3a: Day 09 Revising for Similes and Sensory Details Unit 4: Day 09 Revising for Similes and Sensory Details 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 04 Legend Planning Wheels Unit 5: Day 06 Legend Traited |
|                                     |                                 | Revising for Similes and Sensory Details  • 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  |

|                                     |                                | He's Or Decode  |
|-------------------------------------|--------------------------------|---|
|                                     |                                | 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 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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE                         |                                | Conventions of Standard English   |
| STANDARD / MODE                     |                                |   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|                                     |                                | WritingCity  • Unit 1: Day 05 6 Traits: Sentence Fluency  • 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 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 |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Knowledge of Language   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  WritingCity Unit 3b: Day 17 Nonfiction Choice Cards  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Vocabulary Acquisition and Use  |
| EXPECTATION /                       | CCSS.ELA-                      | Determine or clarify the meaning of unknown and multiple-   |
| SUBSTRAND                           | Literacy.CCRA.L.4              | meaning words and phrases by using context clues, analyzing   |

|                                     |                                | meaningful word parts, and consulting general and specialized   |
|-------------------------------------|--------------------------------|---|
|                                     |                                | reference materials, as appropriate.  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   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  WritingCity Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 17 Nonfiction Choice Cards Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 10 Planning Continued   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.4.                    | Reading Standards for Literature  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Key Ideas and Details   |
| EXPECTATION / SUBSTRAND             |                                | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  WritingCity 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 Persuasive Letter - Part 2 |

| EXPECTATION / SUBSTRAND             | RL.4.3.     | 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).  WritingCity • 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 |
|-------------------------------------|-------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.4. | Reading Standards for Literature  |
| PERFORMANCE<br>STANDARD / MODE      |             | Craft and Structure   |
| EXPECTATION /<br>SUBSTRAND          | RL.4.6.     | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  WritingCity Unit 5: Day 13 Compare and Contrast   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.4. | Reading Standards for Literature  |
| PERFORMANCE<br>STANDARD / MODE      |             | Integration of Knowledge and Ideas  |
| EXPECTATION /<br>SUBSTRAND          | RL.4.9.     | 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.  WritingCity Unit 5: Day 13 Compare and Contrast  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.4. | Reading Standards for Literature  |
| PERFORMANCE<br>STANDARD / MODE      |             | Range of Reading and Level of Text Complexity   |
| EXPECTATION /<br>SUBSTRAND          | RL.4.10.    | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band   |

| CONTENT STANDARD /                        | CA.CC.RI.4. | proficiently, with scaffolding as needed at the high end of the range.  WritingCity 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  Reading Standards for Informational Text  |
|---|-------------|---|
| DOMAIN / PART PERFORMANCE STANDARD / MODE |             | Key Ideas and Details   |
| EXPECTATION /<br>SUBSTRAND                | RI.4.1.     | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  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 |
| EXPECTATION /<br>SUBSTRAND                | RI.4.2.     | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  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?   |

|                                     | 1           | a Unit 4: Day 12   |
|-------------------------------------|-------------|--|
|                                     |             | 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   |
| EXPECTATION /<br>SUBSTRAND          | RI.4.3.     | 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  • 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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.4. | Reading Standards for Informational Text   |
| PERFORMANCE<br>STANDARD / MODE      |             | Craft and Structure  |
| EXPECTATION /<br>SUBSTRAND          | RI.4.4.     | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) CA  WritingCity  • Unit 3b: Day 17 Nonfiction Choice Cards   |
| EXPECTATION /<br>SUBSTRAND          | RI.4.5.     | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  WritingCity  • Unit 3b: Day 18  Nonfiction Response and Score- Day 1  • Unit 3b: Day 19  Nonfiction Response and Score- Day 2   |
| EXPECTATION / SUBSTRAND             | RI.4.6.     | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast |

| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.4. | Reading Standards for Informational Text  |
|-------------------------------------|-------------|---|
| PERFORMANCE<br>STANDARD / MODE      |             | Integration of Knowledge and Ideas  |
| EXPECTATION /<br>SUBSTRAND          | RI.4.7.     | 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.  WritingCity  • Unit 3b: Day 15 Response Writing and Text Features   |
| EXPECTATION / SUBSTRAND             | RI.4.8.     | Explain how an author uses reasons and evidence to support particular points in a text.  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 06 Guided Note-Taking Journal - Part 2  • Unit 6: Day 07 Finishing the Journal |
| EXPECTATION /<br>SUBSTRAND          | RI.4.9.     | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably  WritingCity  • Unit 3b: Day 18  Nonfiction Response and Score- Day 1  • Unit 3b: Day 19  Nonfiction Response and Score- Day 2  • Unit 4: Day 12  Response to Text - Idea Swap  • Unit 4: Day 13  Response to Text - Persuasive Letter - Part 1  • Unit 4: Day 14  Response to Text - Persuasive Letter - Part 2  • Unit 5: Day 12  Response to Text  • Unit 5: Day 13  Compare and Contrast  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.4. | Reading Standards for Informational Text  |
| PERFORMANCE<br>STANDARD / MODE      |             | Range of Reading and Level of Text Complexity   |

| EXPECTATION /<br>SUBSTRAND          | RI.4.10.    | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  WritingCity  • 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   |
|-------------------------------------|-------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RF.4. | Reading Standards: Foundational Skills   |
| PERFORMANCE<br>STANDARD / MODE      |             | Fluency  |
| EXPECTATION /<br>SUBSTRAND          | RF.4.4.     | Read with sufficient accuracy and fluency to support comprehension.  |
| FOUNDATION / PROFICIENCY LEVEL      | RF.4.4.a.   | WritingCity  • 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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.4.  | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |             | Text Types and Purposes  |
| EXPECTATION /<br>SUBSTRAND          | W.4.1.      | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |
| FOUNDATION / PROFICIENCY LEVEL      | W.4.1.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 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 |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.4.1.c.    | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  WritingCity  |

| FOUNDATION /<br>PROFICIENCY LEVEL                  | W.4.1.d.   | 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  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   |
|--|------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART<br>PERFORMANCE | CA.CC.W.4. | Writing Standards  Text Types and Purposes   |
| STANDARD / MODE                                    |            | Text Types and Purposes  |
| EXPECTATION /<br>SUBSTRAND                         | W.4.2.     | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| FOUNDATION / PROFICIENCY LEVEL                     | W.4.2.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.  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 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 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  |
| EQUIND A TION /   |          |  |
| PROFICIENCY LEVEL | W.4.2.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!  |
|                   |          | • 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  |
| FOUNDATION /      | W.4.2.c. | Link ideas within categories of information using words and  |
| PROFICIENCY LEVEL |          | phrases (e.g., another, for example, also, because).   |
|                   |          | Maritim of City  |
|                   | _        | WritingCity  |

| - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 04 Linking Words - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 07 Writing Strong Conclusions - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 3b: Day 12 Ready, Set, Write! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 13 Formal Writing: Research Piece - Part 1  W.4.2.d.  W.4.2.d.  W.4.2.d.  WirlingCity - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 06 Domain-Specific Vocabulary - Unit 3b: Day 06 Formal Writing - Unit 3b: Day 06 Formal Writing - Unit 3b: Day 10 Formal Writing - Unit 4: Day 05 Formal Writing: Opinion Piece - Part 1 - Unit 6: Day 06   |                   |          | Formal Writing • Unit 3b: Day 04  |
|--|-------------------|----------|---|
| - Unit 3b: Day 04 Linking Words - Unit 3b: Day 05 Focus Skill 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 11 Verbs, Verbs, Verbs! - Unit 6: Day 12 Revising with A.R.M.S Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 12 Formal Writing: Research Piece - Part 1  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  WitingCity - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 06 Domain-Specific Vocabulary - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1   |                   |          | • Unit 3b: Day 04   |
| Linking Words  - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 06 Domain-Specific Vocabulary - Unit 3b: Day 10 Writing Strong Conclusions - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 6: Day 12 Revising with A.R.M.S Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 10 FORMAL Writing: Research Piece - Part 1  W.4.2.d.  WritingCity - Unit 3a: Day 04 Formal Writing - Unit 3a: Day 04 Formal Writing - Unit 3a: Day 07 Glows and Grows - Part 2 - 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 07 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1  |                   |          |   |
| Unit 3b: Day 05  |                   |          | Linking Words   |
| FOCUS SKIII Writing  - Unit 3b: Day 06 Domain-Specific Vocabulary - Unit 3b: Day 10 Writing Strong Conclusions - Unit 3b: Day 11 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs! - Unit 3b: Day 11 Ready, Set, Writel - Unit 6: Day 11 Ready, Set, Writel - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 13 Formal Writing: Research Piece - Part 1  EOUNDATION / PROFICIENCY LEVEL  WritingCity - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 06 Domain-Specific Vocabulary - Unit 3b: Day 01 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 06 Analyzing the Student Sample - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 - Unit 6: Day 09 Paraphrasing   |                   |          |   |
| FOUNDATION / PROFICIENCY LEVEL    FOUNDATION / PROFICIENCY LEVEL    FOUNDATION / PROFICIENCY SEVEL    FOUNDATION /   FOUNDATIO |                   |          | • Unit 3b: Day 05   |
| FOUNDATION / PROFICIENCY LEVEL    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 12  Revising with A.R.M.S.  • Unit 6: Day 12  Just Keep Writing, Just Keep Writing!  • Unit 6: Day 13  Formal Writing; Research Piece - Part 1  FOUNDATION /  PROFICIENCY LEVEL  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 07  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 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 07  Formal Writing: Opinion Piece - Part 1   |                   | il .     |   |
| # 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    PROFICIENCY LEVEL   |                   |          |   |
| 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 13  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  Wish precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 04  Formal Writing  • Unit 3b: Day 03  Definitions  • 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!  • Unit 3b: Day 11  Verbs, Verbs!  • Unit 3b: Day 11  Verbs, Verbs!  • Unit 3b: Day 12  Revising with A.R.M.S.  • Unit 4: Day 06  Analyzing the Student Sample  • Unit 5: Day 05  Paraphrasing  |                   |          |   |
| - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs, Verbsl - 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    Seep Percise language and domain-specific vocabulary to inform about or explain the topic.   |                   |          |   |
| Formal Writing  • Unit 3b: Day 11  Verbs, Verbs! • Unit 3b: Day 12  Revising with A.R.M.S. • Unit 6: Day 11  Ready, Set, Write! • Unit 6: Day 13  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity • Unit 3a: Day 04  Formal Writing • Unit 3a: Day 07  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 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  |                   |          |   |
| POUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  PROFICIENCY LEVEL  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 04  Formal Writing  • Unit 3b: Day 05  Focus Skill Writing  • 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 11  Verbs, Verbs, Verbs!  • Unit 4: Day 06  Analyzing the Student Sample  • Unit 4: Day 07  Formal Writing: Opinion Piece - Part 1  • Unit 6: Day 05  Paraphrasing  |                   |          | • Unit 3b: Day 10   |
| POUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  PROFICIENCY LEVEL  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 04  Formal Writing  • Unit 3b: Day 05  Focus Skill Writing  • 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 11  Verbs, Verbs, Verbs!  • Unit 4: Day 06  Analyzing the Student Sample  • Unit 4: Day 07  Formal Writing: Opinion Piece - Part 1  • Unit 6: Day 05  Paraphrasing  |                   |          | Formal Writing  |
| 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  W.4.2.d.  W.4.2.d.  Wise precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04 Formal Writing  • Unit 3a: Day 07 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 11 Verbs, Verbs, Verbs!  • Unit 3b: Day 16 Analyzing the Student Sample  • Unit 4: Day 06 Analyzing the Student Sample  • Unit 6: Day 05 Formal Writing: Opinion Piece - Part 1  • Unit 6: Day 05 Formal Writing: Opinion Piece - Part 1  |                   |          |   |
| POUNDATION / PROFICIENCY LEVEL  W.4.2.d.  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  WitingCity  • Unit 3b: Day 07  Glows and Grows - Part 2  • Unit 3b: Day 05  Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 10  Formal Writing  • Unit 3b: Day 10  Formal Writing  • Unit 3b: Day 07  Glows and Grows - Part 2  • 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  |                   |          |   |
| 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  W.4.2.d.  W.4.2.d.  WritingCity  • Unit 3a: Day 04 Formal Writing  • Unit 3a: Day 07 Glows and Grows - Part 2  • 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 11 Ready, Set, Write! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 13 Formal Writing: Research Piece - Part 1  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  W.4.2.d.  WeitingCity - Unit 3a: Day 04 Formal Writing - Unit 3a: Day 07 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 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs, Verbs! - Unit 3b: Day 12 Revising with A.R.M.S Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 - Unit 6: Day 05 Paraphrasing  |                   |          |   |
| Ready, Set, Write!  • Unit 6: Day 12 Just Keep Writing, Just Keep Writing!  • Unit 6: Day 13 Formal Writing: Research Piece - Part 1  W.4.2.d.  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04 Formal Writing  • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions  • Unit 3b: Day 03 Definitions  • Unit 3b: Day 06 Domain-Specific Vocabulary • 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 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing  |                   |          |   |
| - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 13 Formal Writing: Research Piece - Part 1  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity - Unit 3a: Day 04 Formal Writing - Unit 3a: Day 07 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 11  |
| - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 13 Formal Writing: Research Piece - Part 1  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity - Unit 3a: Day 04 Formal Writing - Unit 3a: Day 07 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   |                   |          | Ready, Set, Write!  |
| Just Keep Writing, Just Keep Writing!  • Unit 6: Day 13 Formal Writing: Research Piece - Part 1  FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04 Formal Writing  • Unit 3b: Day 07 Glows and Grows - Part 2  • Unit 3b: Day 03 Definitions  • 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 06 Analyzing the Student Sample  • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1  • Unit 6: Day 05 Paraphrasing   |                   |          |   |
| FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 07 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 6: Day 05 Paraphrasing   |                   | 1        |   |
| FOUNDATION / PROFICIENCY LEVEL  W.4.2.d.  W.4.2.d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 07  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   |                   | 1        |   |
| FOUNDATION / PROFICIENCY LEVEL  WitingCity Unit 3a: Day 04 Formal Writing 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  |                   | 1        |   |
| about or explain the topic.  WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 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 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  |                   |          | Formal Writing: Research Piece - Part 1   |
| about or explain the topic.  WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 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 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  | FOUNDATION /      | W 4 2 d  | Use precise language and domain-specific vocabulary to inform   |
| WritingCity  • Unit 3a: Day 04 Formal Writing  • Unit 3a: Day 07 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, 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  |                   | VV7.2.G. |   |
| • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 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 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   | PROFICIENCY LEVEL |          | about or explain the topic.   |
| • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 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 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   |                   |          |   |
| Formal Writing  • Unit 3a: Day 07  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 3a: Day 07 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 3a: Day 04   |
| 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  |                   |          | Formal Writing  |
| 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 3a: Day 07   |
| • 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  |                   |          |   |
| 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 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  |                   |          |   |
| 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 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  |                   |          |   |
| 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  |                   |          | Focus Skill Writing   |
| 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 3b: Day 06   |
| 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   |                   |          |   |
| 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 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   |                   |          |   |
| 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 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   |                   |          |   |
| 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 4: Day 06     Analyzing the Student Sample     Unit 4: Day 07     Formal Writing: Opinion Piece - Part 1     Unit 6: Day 05     Paraphrasing  |                   |          | • Unit 3b: Day 12   |
| Unit 4: Day 06     Analyzing the Student Sample     Unit 4: Day 07     Formal Writing: Opinion Piece - Part 1     Unit 6: Day 05     Paraphrasing  |                   |          | Revising with A.R.M.S.  |
| Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing   |                   | 1        |   |
| • Unit 4: Day 07     Formal Writing: Opinion Piece - Part 1     • Unit 6: Day 05     Paraphrasing  |                   | 1        |   |
| Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing   |                   | ıl       |   |
| Unit 6: Day 05     Paraphrasing  |                   | 1        |   |
| Paraphrasing   |                   | ıl       |   |
|  |                   | 1        |   |
|  |                   | 1        |   |
|  |                   | ıl       |   |
| Guided Note-Taking Journal - Part 2  |                   | 1        |   |
| • Unit 6: Day 07   |                   | 1        |   |
| Finishing the Journal  |                   | ıl       |   |
|  |                   |          |   |
| • Unit 6: Day 08   |                   | 1        |   |
| Glows and Grows  |                   | ıl       |   |
| • Unit 6: Day 09   |                   | ıl       | • Unit 6: Day 09  |
| Guided Note-Taking Journal - Part 3  |                   | il .     | Guided Note-Taking Journal - Part 3   |
| • Unit 6: Day 10   |                   | · ·      |   |
|  |                   |          | II * UIIII D. DAV IU  |
|  |                   |          |   |
|  |                   |          | Planning Continued  |
|  |                   |          | Planning Continued • Unit 6: Day 11   |
| • Unit 6: Day 12   |                   |          | Planning Continued • Unit 6: Day 11 Ready, Set, Write!  |
|  |                   |          | Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12                                       |
|  |                   |          | Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12                                       |
|  |                   |          | Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! |
| i Officia Withing, Nessearch Flede - Fait 1  |                   |          | Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12                                       |

| FOUNDATION / PROFICIENCY LEVEL      | W.4.2.e.   | Provide a concluding statement or section related to the information or explanation presented.  WritingCity  • Unit 3a: Day 03 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                                 |
|-------------------------------------|------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.4. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Text Types and Purposes  |
| EXPECTATION /<br>SUBSTRAND          | W.4.3.     | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.4.3.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 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 |
| FOUNDATION / PROFICIENCY LEVEL      | W.4.3.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   |

|                   |          | 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  |
| FOUND ATION /     | 14/ 4 0  |   |
| FOUNDATION /      | W.4.3.c. | Use a variety of transitional words and phrases to manage the |
| PROFICIENCY LEVEL |          | sequence of events.   |
|                   |          |   |
|                   |          | <u>WritingCity</u>  |
|                   |          | • Unit 1: Day 02  |
|                   |          | Ideas   |
|                   |          | • Unit 1: Day 03  |
|                   |          | Organization  |
|                   |          | • Unit 2: Day 05  |
|                   |          | Transitioning Smoothly  |
|                   |          | • 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  |
| FOUNDATION /      | W.4.3.d. | Use concrete words and phrases and sensory details to convey  |
| PROFICIENCY LEVEL |          | experiences and events precisely.                             |
|                   |          | Same and a contract processing to                             |
|                   |          | WritingCity   |
|                   |          | • Unit 1: Day 02  |
|                   |          | · · · · · · · · · · · · · · · · · ·                           |
|                   |          | Ideas   |
|                   |          | • Unit 1: Day 03  |
|                   |          | Organization  |
|                   |          |   |
|                   |          | • Unit 1: Day 04  |
|                   |          | Voice   |
|                   |          | · · · · · · · · · · · · · · · · · ·                           |
|                   |          | Voice   |
|                   |          | Voice • Unit 1: Day 06  |

|                    |            | 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 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  |
|                    |            |   |
| FOUNDATION /       | W.4.3.e.   | Provide a conclusion that follows from the narrated experiences or  |
| PROFICIENCY LEVEL  |            | events.   |
|                    |            |   |
|                    |            | <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  |
| CONTENT STANDARD / | CA.CC.W.4. | Writing Standards   |
| DOMAIN / PART      |            |   |
| PERFORMANCE        |            | Production and Distribution of Writing                              |
| STANDARD / MODE    |            |   |
| EXPECTATION /      | W.4.4.     | Produce clear and coherent writing (including multiple-paragraph    |
| SUBSTRAND          | **.*.*.    | texts) in which the development and organization are appropriate to |
| CODOTICANO         |            | task, purpose, and audience. (Grade-specific expectations for       |
|                    |            |   |
|                    |            | writing types are defined in standards 1–3 above.) CA               |
|                    |            | M (C) = 0 (C)   |
|                    |            | WritingCity   |
|                    |            | • Unit 1: Day 02  |
|                    |            | Ideas   |
|                    |            | • Unit 2: Day 11  |
|                    | II.        | Diameter a  |
|                    |            | 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 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 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 06 Analyzing the Student Sample • 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 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

• Unit 6: Day 10 Planning Continued

Guided Note-Taking Journal - Part 3

|                         |        | 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   |
|-------------------------|--------|---|
| EXPECTATION / SUBSTRAND | W.4.5. | With guidance and support from peers and adults, develop and 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 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 18 Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 20 Read, Reread and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 05 Reworking Conclusions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 06 Glows and Grows - Part 2 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3a: Day 01 Technological Innovations • Unit 3b: Day 01 Technological Innovations • Unit 3b: Day 08 Revising • Unit 3b: Day 09 |

Scoring Practice Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing • Unit 3b: Day 14 Time to Reflect Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 09 Revising Ears • Unit 4: Day 10 **Editing Glasses**  Unit 4: Day 11 Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! Unit 5: Day 09 Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 13 Compare and Contrast Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 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! **EXPECTATION** / W.4.6. With some guidance and support from adults, use technology, SUBSTRAND including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. WritingCity • Unit 3a: Day 11

|                                     |            | Scoring Your Writing • Unit 6: Day 16 Technology Publishing  |
|-------------------------------------|------------|--|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.4. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge  |
| EXPECTATION /<br>SUBSTRAND          | W.4.7.     | Conduct short research projects that build knowledge through 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   |
| EXPECTATION /<br>SUBSTRAND          | W.4.8.     | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA  |
|                                     |            | 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 |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.4. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge  |
| EXPECTATION /<br>SUBSTRAND          | W.4.9.     | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.4.9.a.   | .g., "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].").  |
|                                     |            | WritingCity • 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  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.4.9.b.   | Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  |
|                                     |            | 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 06 Guided Note-Taking Journal - Part 2  • Unit 6: Day 07 Finishing the Journal |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.4. | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Range of Writing  |
| EXPECTATION /<br>SUBSTRAND          | W.4.10.    | 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.   |
|                                     |            | WritingCity • 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 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 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!

| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.SL.4. | Speaking and Listening Standards |
|-------------------------------------|-------------|----------------------------------|
| PERFORMANCE                         |             | Comprehension and Collaboration  |
| STANDARD / MODE                     |             |                                  |

| EXPECTATION /<br>SUBSTRAND          | SL.4.2.    | 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  |
|-------------------------------------|------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.4. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | L.4.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.1.a.   | Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA  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 6: Day 08 Glows and Grows  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.1.b.   | Form and use the progressive (e.g., I was walking; I will be walking) verb tenses.  WritingCity  • 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 |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.1.c.   | Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  WritingCity Unit 1: Day 07 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   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.1.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   |

|                                     | 11         |  |
|-------------------------------------|------------|--|
|                                     |            | 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!  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.1.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  |
| FOUNDATION / PROFICIENCY LEVEL      | L.4.1.f.   | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  WritingCity Unit 1: Day 07 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 |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.1.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                             |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.4. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English  |

| EXPECTATION /                     | L.4.2.   | Demonstrate command of the conventions of standard English  |
|-----------------------------------|----------|---|
| SUBSTRAND                         |          | capitalization, punctuation, and spelling when writing.   |
| FOUNDATION / PROFICIENCY LEVEL    | L.4.2.a. | Use correct capitalization.  WritingCity Unit 1: Day 07 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   |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.4.2.b. | Use commas and quotation marks to mark direct speech and quotations from a text.  WritingCity Unit 1: Day 07 The 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                               |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.4.2.c. | Use a comma before a coordinating conjunction in a compound sentence.  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 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 09 Editing Unit 6: Day 08 Glows and Grows |
| FOUNDATION /<br>PROFICIENCY LEVEL | L.4.2.d. | Spell grade-appropriate words correctly, consulting references as needed.   |

| SUBSTRAND    Speaking, reading, or listening.   Choose words and phrases to convey ideas precisely.  |                   |            | <u></u>   |
|--|-------------------|------------|---|
| 6 Traits: Conventions  • Unit 2: Day 10  Scoring With A Rubric - Part 2  • Unit 3a: Day 06  Glows and Grows - Part 1  • Unit 3b: Day 10  Editing With A Checklist  • Unit 4: Day 10  Editing With A Checklist  • Unit 4: Day 10  Editing Glasses  • Unit 5: Day 09  Editing  • Unit 2: Day 01  Strong Verba  • Unit 2: Day 01  Strong Verba  • 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 3b: Day 05  Focus Skill Writing • Unit 3b: Day 05  Focus Skill Writing • Unit 3b: Day 10  Formal Writing • Unit 3b: Day 10  Formal Writing • Unit 3b: Day 10  Formal Writing • Unit 3b: Day 11  Verbs, Verbs, Verbs • Unit 4: Day 06  Analyzing the Student Sample • Unit 4: Day 07  Formal Writing • Unit 4: Day 07  Formal Writing • Unit 4: Day 09  Revising Ears  |                   |            |   |
| * 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 99 Editing Glasses * Unit 2: Day 91 Strong Verbs * Unit 2: Day 91 Strong Verbs * Unit 2: Day 92 Strong verb Weak Verbs * Unit 2: Day 93 Honoring Good Writing With Revision * Unit 2: Day 94 Writing With Sensory Details * Unit 2: Day 96 Transitioning Smoothly * Unit 3a: Day 97 Glows and Grows - Part 2 * Unit 3a: Day 97 Glows and Grows - Part 2 * Unit 3a: Day 95 Focus Skill Writing * Unit 3b: Day 10 Formal Writing * Unit 4b: Day 97 Formal Writing * Unit 4b: Day 97 Formal Writing * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Revising for Skudent Sample * Unit 4b: Day 90 Rev |                   |            |   |
| 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 Glasses - Unit 5: Day 08 EXPECTATION / PROFICIENCY LEVEL  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases to convey ideas precisely.  WritingCity - Unit 1: Day 06 6 Traits: Word Choice - Unit 2: Day 0 Strong Verbs - Unit 2: Day 0 Strong Verbs - Unit 2: Day 0 Strong Verbs - Unit 2: Day 04 Writing With Sensory Details - Unit 2: Day 04 Writing With Sensory Details - Unit 3: Day 04 Formal Writing - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 07 Glows and Grows - Part 2 - Unit 3b: Day 08 Powising for Similes and Sensory Details - Unit 3b: Day 09 Formal Writing - Unit 3b: Day 01 Formal Writing - Unit 3b: Day 01 Formal Writing - Unit 3b: Day 01 Formal Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbsl - Unit 3b: Day 11 Verbs, Verbs, Verbsl - Unit 3b: Day 12 Revising with A.R.M.S Unit 4: Day 09 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal    |                   |            |   |
| - 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 Glasses - Unit 5: Day 09 Editing - Unit 4: Day 09 Editing - Unit 5: Day 09 Editing - Unit 6: Day 09 Editing - Unit 7: Day 06 - Unit 8: Day 07 - Unit 8: Day 04 - Unit 8: Day 09 Revising for Similes and Sensory Details - Unit 8: Day 09 Revising for Similes and Sensory Details - Unit 8: Day 09 Revising for Similes and Sensory Details - Unit 8: Day 06 - Domain-Specific Vocabulary - Unit 8: Day 06 - Domain-Specific Vocabulary - Unit 8: Day 11 - Unit 8: Day 10 - Unit 8:  |                   |            |   |
| Glows and Grows - Part 1  - Unit 3a: Day 10  Editing With A Checklist - Unit 3b: Day 09  Editing - Unit 4: Day 10  Editing Classes - Unit 5: Day 09  Editing - Unit 4: Day 10  Editing Classes - Unit 5: Day 09  Editing  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  L4.3.a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  FOUNDATION / PROFICIENCY LEVEL  L4.3.a. Choose words and phrases to convey ideas precisely.  WritingCity - Unit 1: Day 06 6 f Traits: Word Choice - Unit 2: Day 01  Strong Verbs - Unit 2: Day 04  Writing With Sensory Details - Unit 2: Day 04  Writing With Sensory Details - Unit 3a: Day 04  Formal Writing - Unit 3a: Day 04  Formal Writing - Unit 3a: Day 05  Focus Skill Writing - Unit 3b: Day 10  Formal Writing - Unit 3b: Day 11  Verbs, Verbs, Verbs! - Unit 3b: Day 12  Revising for Similes and Sensory Details - Unit 3b: Day 11  Verbs, Verbs, Verbs! - Unit 3b: Day 12  Revising for Similes and Sensory Details - Unit 3b: Day 10  Formal Writing - Unit 3b: Day 10  Formal Writing - Unit 3b: Day 11  Verbs, Verbs, Verbs! - 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 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Uni |                   |            |   |
| ### Supplied  ## |                   |            |   |
| Editing With A Checklist  - Unit 3D: Day 13 Editing - Unit 4: Day 10 Editing Classes - Unit 5: Day 09 Editing - Unit 4: Day 10 Editing Classes - Unit 5: Day 09 Editing  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  L.4.3.  |                   |            |   |
| - Unit 3b: Day 13 Editing - Unit 4: Day 10 Editing Glasses - Unit 5: Day 09 Editing CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND  L.4.3. Use knowledge of Language and its conventions when writing, speaking, reading, or listening.  L.4.3. 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 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 3b: Day 05 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 10 Formal Writing - Unit 3b: Day 12 Revising with A.R.M.S Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 09 Revising Ears   |                   |            |   |
| Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 99 Editing CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  L.4.3.  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  FOUNDATION / PROFICIENCY LEVEL  L.4.3.  Choose words and phrases to convey ideas precisely.  WritingCity Unit 1: Day 06 6 Traits: Word Choice Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 04 Writing With Sensory Details Unit 2: Day 04 Formal Writing Unit 3: Day 04 Formal Writing Unit 3: Day 04 Formal Writing Unit 3: Day 05 Focus Skill Writing Unit 3: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Formal Writing Unit 3b: Day 12 Formal Writing Unit 3b: Day 12 Formal Writing Unit 3b: Day 14 Formal Writing Unit 3b: Day 15 Focus Skill Writing Unit 3b: Day 16 Formal Writing Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 09 Analyzing the Student Sample Unit 4: Day 09 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2  |                   |            |   |
| CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  EXPECTATION / PROFICIENCY LEVEL  L4.3.a.  Choose words and phrases to convey ideas precisely.  WritingCity - Unit 2: Day 08 6 Trails: Word Choice - Unit 2: Day 08 1 Writing Good Writing With Revision - Unit 2: Day 08 1 Writing Good Writing With Revision - Unit 2: Day 06 1 Trails Inding Sood Writing With Revision - Unit 3: Day 06 1 Trails Inding Sood Writing With Revision - Unit 3: Day 07  Glows and Grows - Part 2 - Unit 3a: Day 07  Glows and Grows - Part 2 - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 08 Formal Writing Opinion Piece - Part 1 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09  |                   |            |   |
| Editing Classes  |                   |            |   |
| CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  L.4.3.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 03  Honoring Good Writing With Revision - Unit 2: Day 04  WritingCity Writing With Sensory Details - Unit 2: Day 05  Transitioning Smoothly - Unit 3a: Day 04  Writing Writing - Unit 3a: Day 07  Glows and Grows - Part 2 - Unit 3b: Day 03  Definitions - Unit 3b: Day 05  Focus Skill Writing - Unit 3b: Day 05  Focus Skill Writing - Unit 3b: Day 06  Domain-Specific Vocabulary - Unit 3b: Day 16  Domain-Specific Vocabulary - Unit 3b: Day 16  Formal Writing - Unit 3b: Day 10  Formal Writing - Unit 3b: Day 11  Verbs, Verbs, Verbs, Verbs! - Unit 4b: Day 06  Analyzing the Student Sample - Unit 4b: Day 08  Formal Writing Opinion Piece - Part 1 - Unit 4b: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4b: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4b: Day 09  Revising Ears  |                   |            |   |
| CONTENT STANDARD / DOMAIN / PART  DOMAIN / PART  PERFORMANCE  STANDARD / MODE  EXPECTATION / SUBSTRAND  SUBSTRAND  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  FOUNDATION / PROFICIENCY LEVEL  L.4.3. 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 01  Strong 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 07  Glows and Grows - Part 2 - Unit 3b: Day 08  Revising for Similes and Sensory Details - Unit 3b: Day 09  Revising for Similes and Sensory Details - Unit 3b: Day 06  Domain-Specific Vocabulary - Unit 3b: Day 10  Formal Writing - Unit 3b: Day 11  Verbs, Verbs, Verbs! - Unit 3b: Day 11  Verbs, Verbs, Verbs! - Unit 3b: Day 11  Verbs, Verbs, Verbs! - 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  |                   |            |   |
| CONTENT STANDARD / DOMAIN PART  ERFERORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  L.4.3.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 05  Transitioning Smoothly - Unit 3: Day 07  Glows and Grows - Part 2 - Unit 3s: Day 07  Glows and Grows - Part 2 - Unit 3s: Day 08  Revising for Similes and Sensory Details - Unit 3b: Day 05  Focus Skill Writing - 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 4: Day 06  Analyzing the Student Sample - Unit 4: Day 09  Revising for Similes and Sensory Details - Unit 3b: Day 12  Revising with A.R.M.S Unit 4: Day 09  Revising Fotionion Piece - Part 1 - Unit 4: Day 09  Revising Ears  |                   |            |   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  L.4.3.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 04 Writing With Sensory Details - Unit 2: Day 04 Writing With Sensory Details - Unit 3: Day 07 Glows and Grows - Part 2 - Unit 3a: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 10  Revising for Similes and Sensory Details - Unit 3b: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 12 Revising with A.R.M.S Unit 3b: Day 12 Revising with A.R.M.S Unit 4: Day 08 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Revising Ears  |                   |            |   |
| PERFORMANCE STANDARD / MODE  L.4.3.  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  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 3: Day 04 Formal Writing - Unit 3a: Day 07 Glows and Grows - Part 2 - Unit 3b: Day 09 Revising for Similes and Sensory Details - Unit 3b: Day 03 Definitions - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Formal Writing - Unit 3b: Day 12 Revising with A.R.M.S Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Fevising Ears   |                   | CA.CC.L.4. | Language Standards  |
| EXPECTATION / SUBSTRAND  SUBSTRAND  L.4.3.  L.4.3.  L.4.3.  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 03  Honoring Good Writing With Revision  • Unit 2: Day 04  WritingWith Sensory Details  • Unit 2: Day 05  Transitioning Smoothly  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 04  Formal Writing  • Unit 3a: Day 05  Formal Writing  • Unit 3b: Day 05  Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 10  Formal Writing  • 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 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2  |                   |            |   |
| EXPECTATION / SUBSTRAND  L.4.3.  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  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 ys. 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 03  Definitions - Unit 3b: Day 05  Focus Skill Writing - Unit 3b: Day 05  Focus Skill 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 07  Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08  Revising Ears  |                   |            | Knowledge of Language   |
| SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  L.4.3.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 04 Writing Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 3: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • 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 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs, Verbsl • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2  | STANDARD / MODE   |            |   |
| FOUNDATION / PROFICIENCY LEVEL  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 3a: 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 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 09 Revising Ears   | EXPECTATION /     | L.4.3.     |   |
| 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 3: Day 04 Formal Writing • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 07 Revising for Similes and Sensory Details • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 11 Verbs, Verbs, Verbs! • 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 08 Formal Writing: Opinion Piece - Part 2  | SUBSTRAND         |            | speaking, reading, or listening.  |
| 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 05 Transitioning Smoothly Unit 3a: 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 Revising the Student Sample 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   | FOUNDATION /      | L.4.3.a.   | Choose words and phrases to convey ideas precisely.   |
| - 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 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 11 Verbs, Verbs, Verbs! • Unit 3b: Day 17 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  | PROFICIENCY LEVEL |            | M / C O / C   |
| 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 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 09 Revising for Similes and Sensory Details  • 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 4: Day 09 Revising Ears  |                   |            |   |
| • 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 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • 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 4: Day 09 Revising Ears  |                   |            |   |
| 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 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 08  Revising Ears   |                   |            |   |
| • 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 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  |                   |            |   |
| 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 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 08 Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09 Revising Ears  |                   |            |   |
| • 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 1 Verbs, Verbs, Verbs! • Unit 3b: Day 1 Verbs, Werbs! • 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears  |                   |            |   |
| 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 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 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 05 Forus 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 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  |                   |            |   |
| 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 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 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 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 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears  |                   |            |   |
| 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 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 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 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  |                   |            |   |
| 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 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 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 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears  |                   |            |   |
| • 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 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  |                   |            |   |
| 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 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  |                   |            | 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears   |                   |            | • Unit 3a: Day 09   |
| 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 4: Day 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09  Revising Ears   |                   |            |   |
| 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears   |                   |            | • Unit 3b: Day 03   |
| 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 4: Day 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09  Revising Ears   |                   | II.        | Definitions   |
| <ul> <li>Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> </ul>  |                   |            |   |
| 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 4: Day 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09  Revising Ears   |                   |            | • Unit 3b: Day 05   |
| <ul> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> </ul>   |                   |            | Unit 3b: Day 05     Focus Skill Writing   |
| 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 4: Day 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09  Revising Ears  |                   |            | Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06   |
| <ul> <li>Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> </ul>  |                   |            | Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary  |
| 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 4: Day 08  Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09  Revising Ears   |                   |            | Unit 3b: Day 05 Focus Skill Writing     Unit 3b: Day 06 Domain-Specific Vocabulary     Unit 3b: Day 10  |
| <ul> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> </ul>   |                   |            | Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 10     Formal Writing   |
| 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 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11   |
| <ul> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> </ul>  |                   |            | 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!  |
| 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 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  |
| <ul> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> </ul>  |                   |            | 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.   |
| Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears  |                   |            | 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  |
| <ul> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> </ul>  |                   |            | 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   |
| Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears  |                   |            | 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  |
| • Unit 4: Day 09 Revising Ears   |                   |            | 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   |
| Revising Ears  |                   |            | 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 4: Day 08  |
|  |                   |            | 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 4: Day 08 Formal Writing: Opinion Piece - Part 2   |
|  |                   |            | 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09                              |
| Descriptive Words and Progressive Verb Tenses  |                   |            | 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 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears Unit 5: Day 02 |

|                                     |            | • 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 |
|-------------------------------------|------------|--|
| FOUNDATION / PROFICIENCY LEVEL      | L.4.3.b.   | Choose punctuation for effect.   |
| PROFICIENCY LEVEL                   |            | WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.4. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Vocabulary Acquisition and Use   |
| EXPECTATION /<br>SUBSTRAND          | L.4.5.     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| PROFICIENCY LEVEL                   | L.4.5.a.   | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  WritingCity Unit 1: Day 06 Traits: Word Choice Unit 1: Day 08 Getting Ready for Core Writing Unit 1: Day 09 Getting Ready for Core Writing Unit 3a: Day 09 Revising for Similes and Sensory Details  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.4.5.c.   | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  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  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.4. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Vocabulary Acquisition and Use   |
| EXPECTATION /                       | L.4.6.     | Acquire and use accurately 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
- 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 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                |
| i Official Wifting. Nescalcii Flece - Fait I                              |

## **California Content Standards** Language Arts

| Grade: 5 - Adopted: 2013            |                                |   |
|-------------------------------------|--------------------------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Key Ideas and Details   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|                                     |                                | 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 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     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 Poer's Work  - Unit 6: Day 07 Glows & Grows - Unit 6: Day 08 Introducing the Rubric  EXPECTATION / SUBSTRAND  CCSS.ELA- Literacy.CCRA.R.2  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Writing.City - 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 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 12 Toxt Features, Main Ideas, and Details - Unit 3: Day 13 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 16 Respond to Nonfiction Texts and Score - Unit 3: Day 16 Respond to Nonfiction Texts and Score - Unit 4: Day 16 Respond to Nonfiction Texts and Score - Unit 4: Day 13 Square Paragraphs - Unit 4: Day 03 Square Paragraphs - Unit 4: Day 04 Square Paragraph Graphic Organizer - Unit 4: Day 04 Square Paragraph Graphic Organizer - Unit 4: Day 14 Response to Text: Two of a Kind - 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 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paragraphsing - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 08 Introducing the Rubric  |                  |                      |  |
|--|------------------|----------------------|--|
| Superior Comment   |                  |                      | Analyzing a Peer's Work                                      |
| EXPECTATION / SUBSTRAND  CCSS.ELA- Literacy.CCRA.R.2  Literacy.CCRA.R.2  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Writing.City  '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 2: Read, Reread, Respond, and Score  - Unit 3: Day 2: Read, Reread, Respond, and Score  - Unit 3: Day 12  Read, Reread, Respond, and Score  - Unit 3: Day 12  Text Features, Main Ideas, and Details  - Unit 3: Day 10  Nonfiction Text Features  - Unit 3: Day 14  Nonfiction Text Features  - Unit 3: Day 14  Nonfiction Toxic Eards  - Unit 3: Day 16  Respond to Nonfiction Texts and Score  - Unit 3: Day 16  Respond to Nonfiction Texts and Score  - Unit 3: Day 16  Respond to Nonfiction Texts and Score  - Unit 3: Day 16  Respond to Nonfiction Texts and Score  - Unit 4: Day 02  - Fact/Opinion T-Chart  - Unit 4: Day 03  - Square Paragraphs  - Unit 4: Day 04  - Square Paragraphs  - Unit 4: Day 04  - Square Paragraphs  - Unit 4: Day 05  - Facts and Opinions  - Unit 4: Day 13  Response to Historical Fiction Text  - Unit 5: Day 13  Response to Text: Two of a Kind  - Unit 6: Day 03  Main Ideas & Important Facts  - Unit 6: Day 03  Main Ideas & Important Facts  - Unit 6: Day 03  Main Ideas & Important Facts  - Unit 6: Day 03  Main Ideas & Important Facts  - Unit 6: Day 07  Glows & Grows  - Unit 6: Day 07  Glows & Grows  - Unit 6: Day 08  Introducing the Rubric  Content Standards for Reading  Craft and Structure  |                  |                      | • Unit 6: Day 07   |
| EXPECTATION / SUBSTRAND  CCSS.ELA- Literacy.CCRA.R.2.  Determine central ideas or themes of a text and analyze their cerebopment; summarize the key supporting details and ideas.  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 19 Writers Respond to Questions and Prompts - Unit 2: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 42 Furpose and Proof - Unit 3: Day 42 Furpose and Proof - Unit 3: Day 43 Response to Romiciation Texts and Score - Unit 3: Day 5 Respond to Nonfiction Texts and Score - Unit 3: Day 5 Respond to Nonfiction Texts and Score - Unit 4: Day 92 - Fact Opinion T-Chart - Unit 4: Day 93 - Square Paragraphs - Unit 4: Day 94 - Square Paragraph Graphic Organizer - Unit 4: Day 94 - Response to Text: Planning Template - Unit 5: Day 12 Response to Historical Fiction Text - Unit 4: Day 94 - Square Paragraph Graphic Organizer - Unit 4: Day 94 - Square Paragraph Graphic Organizer - Unit 4: Day 94 - Unit 5: Day 93 - Unit 6: Day 96 - Analyzing a Peer's Work - Unit 6: Day 90 - Analyzing a Peer's Work - Unit 6: Day 90 - Unit 6: Day 90 - Olive & Grows - Unit 6: Day 90 - Unit 6: Day 90 - Olive & Grows - Unit 6: Day 90 - Unit 6: Day 90 - Olive & Grows - Unit 6: Day 90 - Uni |                  |                      |  |
| EXPECTATION / SUBSTRAND  CCSS.ELA- Literacy, CCRAR.2.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  WritingCity - Unit 2: Day 17 Intro to esponse to Text - Unit 2: Day 17 Intro to esponse to Text - Unit 2: Day 18 - Unit 2: Day 19 - Unit 3: Day 12 - Unit 3: Day 12 - Unit 3: Day 14 - Unit 3: Day 15 - Unit 3: Day 14 - Unit 3: Day 15 - Unit 3: Day 16 - Respond to Nonfiction Texts and Score - Unit 3: Day 16 - Respond to Nonfiction Texts and Score - Unit 3: Day 16 - Respond to Nonfiction Texts and Score - Unit 4: Day 02 - Fact/Opinion T-Chart - Unit 4: Day 03 - S Square Paragraph Graphic Organizer - Unit 4: Day 04 - S Square Paragraph Graphic Organizer - Unit 4: Day 14 - Response to Text: Two of a Kind - Unit 4: Day 14 - Response to Historical Fiction Text - Unit 6: Day 13 - Response to Historical Fiction Text - Unit 6: Day 13 - Response to Historical Fiction Text - Unit 6: Day 13 - Response to Historical Fiction Text - Unit 6: Day 03 - Main Ideas & Important Facts - Unit 6: Day 04 - Unit 6: Day 09 - Analyzing a Peer's Work - Unit 6: Day 09 - Analyzing a Peer's Work - Unit 6: Day 08 - Introducing the Rubric - CONTENT STANDARD - CCSS.ELA Unit 6: Day 08 - Introducing the Rubric - Content Standards for Reading - Unit 6: Day 08 - Introducing the Rubric - Content Standards for Reading - Craft and Structure - Craft and Structure - Craft and Structure  |                  |                      |  |
| EXPECTATION / SUBSTRAND  CCSS.ELA- Literacy.CCRA.R.2  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Writing (Ety)  - 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 22 Read, Respond, and Score - Unit 3: Day 19 - Read, Respond, and Score - Unit 3: Day 12 - Text Features, Main Ideas, and Details - Unit 3: Day 12 - Text Features, Main Ideas, and Details - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Choice Cards - Unit 3: Day 14 Nonfiction Choice Cards - Unit 4: Day 02 - FactOpinion T-Chart - Unit 4: Day 03 - Square Paragraphs - Unit 4: Day 04 - Square Paragraph Graphic Organizer - Unit 4: Day 04 - Square Paragraph Graphic Organizer - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Two of a Klind - Unit 4: Day 13 - Response to Text: Planning Template - Unit 5: Day 13 - Response to Text: Planning Template - Unit 6: Day 06 - Main Ideas & Important Facts - Unit 6: Day 06 - Analyzing a Peer's Work - Unit 6: Day 06 - Analyzing a Peer's Work - Unit 6: Day 07 - Glows & Grows - Unit 6: Day 08 - |                  |                      |  |
| Literacy.CCRA.R.2    development; summarize the key supporting details and ideas.   WritingCity  |                  |                      |  |
| 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 21  Read, Reread, Respond, and Score  Unit 2: Day 22  Read, Reread, Respond, and Score  Unit 3: Day 22  Read, Reread, Respond, and Score  Unit 3: Day 12  Fext Features, Main Ideas, and Details  Unit 3b: Day 15  Nonfiction Text Features  Unit 3b: Day 14  Nonfiction Choice Cards  Unit 3b: Day 14  Nonfiction Texts and Score  Unit 3b: Day 16  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  S Square Paragraphs  Unit 4: Day 04  S Square Paragraph Graphic Organizer  Unit 4: Day 04  S Square Paragraph Graphic Organizer  Unit 4: Day 04  Response to Text: Two of a Kind  Unit 4: Day 14  Response to Text: Two of a Kind  Unit 6: Day 03  Main Ideas & Important Facts  Unit 6: Day 13  Response to Historical Fiction Text  Unit 6: Day 03  Main Ideas & Important Facts  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  Craft and Structure  | EXPECTATION /    |                      |  |
| - 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 3: Day 02 Purpose and Proof - Unit 3: Day 02 Purpose and Proof - Unit 3: Day 13 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 15 Respond to Nonfiction Texts and Score - Unit 3: Day 15 Respond to Nonfiction Texts and Score - Unit 3: Day 16 Respond to Nonfiction Texts and Score - Unit 3: Day 16 Respond to Nonfiction Texts and Score - Unit 4: Day 02 Fact/Opinion T-Chart - Unit 4: Day 03 S Square Paragraphs - Unit 4: Day 03 S Square Paragraphs - Unit 4: Day 04 S Square Paragraph Graphic Organizer - Unit 4: Day 13 Response to Text: Two of a Kind - Unit 4: Day 13 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 10 Response to Historical Fiction Text - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN I PART  CCOSS.ELA— Literacy.CCRA.R  College and Career Readiness Anchor Standards for Reading DOMAIN I PART  Craft and Structure  | SUBSTRAND        | Literacy.CCRA.R.2    | development; summarize the key supporting details and ideas. |
| - 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 3: Day 02 Purpose and Proof - Unit 3: Day 02 Purpose and Proof - Unit 3: Day 13 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 15 Respond to Nonfiction Texts and Score - Unit 3: Day 15 Respond to Nonfiction Texts and Score - Unit 3: Day 16 Respond to Nonfiction Texts and Score - Unit 3: Day 16 Respond to Nonfiction Texts and Score - Unit 4: Day 02 Fact/Opinion T-Chart - Unit 4: Day 03 S Square Paragraphs - Unit 4: Day 03 S Square Paragraphs - Unit 4: Day 04 S Square Paragraph Graphic Organizer - Unit 4: Day 13 Response to Text: Two of a Kind - Unit 4: Day 13 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 10 Response to Historical Fiction Text - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN I PART  CCOSS.ELA— Literacy.CCRA.R  College and Career Readiness Anchor Standards for Reading DOMAIN I PART  Craft and Structure  |                  |                      |  |
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| 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 3: 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  Nonfriction Text Features - Unit 3b: Day 14  Nonfriction Text Features - Unit 3b: Day 14  Nonfriction Choice Cards - Unit 3b: Day 15  Respond to Nonfriction Texts and Score - Unit 3b: Day 16  Respond to Nonfriction Texts and Score - Unit 4: Day 02  Fact/Opinion T-Chart - Unit 4: Day 03  S Square Paragraphs - Unit 4: Day 04  S Square Paragraphs - Unit 4: Day 05  Facts and Opinions - Unit 4: Day 16  Response to Text: Two of a Kind - Unit 4: Day 17  Response to Text: Planning Template - 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 03  Main Ideas & Important Facts - Unit 6: Day 04  Guided Note-Taking Journal - Unit 6: Day 06  Analyzing a Peer's Work - Unit 6: Day 07  Glows & Grows - Unit 6: Day 08  Introducing the Rubric  CONTENT STANDARD / COSS.ELA— Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  DMMAN / PART  Craft and Structure   |                  |                      |  |
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| 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 3: Day 22   Read, Reread, Respond, and Score   Unit 3: Day 02   Purpose and Proof   Unit 3: Day 12   Text Features, Main Ideas, and Details   Unit 3: Day 13   Nonfiction Text Features   Unit 3: Day 14   Nonfiction Choice Cards   Unit 3: Day 15   Respond to Nonfiction Texts and Score   Unit 3: Day 16   Respond to Nonfiction Texts and Score   Unit 4: Day 16   Respond to Nonfiction Texts and Score   Unit 4: Day 03   Square Paragraphs   Unit 4: Day 03   Square Paragraphs   Unit 4: Day 04   Square Paragraphs   Unit 4: Day 14   Response to Text: Two of a Kind   Unit 4: Day 14   Response to Text: Two of a Kind   Unit 4: Day 14   Response to Text: Tylanning Template   Unit 5: Day 13   Response to Text: Thom of a Kind   Unit 6: Day 03   Main Ideas & Important Facts   Unit 6: Day 03   Main Ideas & Important Facts   Unit 6: Day 06   Analyzing a Peer's Work   Unit 6: Day 06   Analyzing a Peer's Work   Unit 6: Day 07   Glows & Grows   Unit 6: Day 07   Clows & Grows   Unit 6: Day 08   Unit 6: Day 06   CONTENT STANDARD / CCSS.ELA-   College and Career Readiness Anchor Standards for Reading     Despondant Performance  |                  |                      | Wave Writers Respond to Reading                              |
| 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 3b: 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 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 03 5 Square Paragraph Graphic Organizer - Unit 4: Day 04 5 Square Paragraph Graphic Organizer - Unit 4: Day 13 Response to Text: Two of a Kind - Unit 4: Day 13 Response to Text: Two of a Kind - Unit 4: Day 13 Response to Historical Fiction Text - 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 03 Main Ideas & Important Facts - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 07 Glows & Grows - Unit 6: Day 07 Clows & Grows - Unit 6: Day 07 Condain / PART   |                  |                      |  |
| Unit 2: Day 21   Read, Reread, Respond, and Score   Unit 2: Day 22   Read, Reread, Respond, and Score   Unit 3: Day 12   Purpose and Proof   Unit 3b: Day 12   Text Features, Main Ideas, and Details   Unit 3b: Day 13   Nonfiction Text Features   Unit 3b: Day 13   Nonfiction Choice Cards   Unit 3b: Day 14   Nonfiction Choice Cards   Unit 3b: Day 14   Nonfiction Choice Cards   Unit 3b: Day 16   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   Siguare Paragraph Graphic Organizer   Unit 4: Day 04   Siguare Paragraph Graphic Organizer   Unit 4: Day 04   Siguare Paragraph Graphic Organizer   Unit 4: Day 13   Response to Text: Two of a Kind   Unit 4: Day 14   Response to Text: Planning Template   Unit 5: Day 14   Response to Text: Planning Template   Unit 5: Day 12   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 06   Analyzing a Peer's Work   Unit 6: Day 08   Introducing the Rubric   Unit 6: Day 08   Introducing the Rubric   Cards and Structure    |                  |                      |  |
| 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 Text Features  * Unit 3b: Day 14  Nonfiction Choice Cards  * 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 03  \$ Square Paragraphs  * Unit 4: Day 03  \$ Square Paragraphs  * Unit 4: Day 04  \$ 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 13  Response to Text: Two of a Kind  * Unit 4: Day 14  Response to Historical Fiction Text  * Unit 5: Day 14  Response to Historical Fiction Text  * Unit 6: Day 04  Guided Note-Taking Journal  * Unit 6: Day 04  Guided Note-Taking Journal  * Unit 6: Day 06  Analyzing a Peer's Work  * Unit 6: Day 07  Glows & Grows  * Unit 6: Day 08  Introducing the Rubric  CONTENT STANDARD /  DOMAIN / PART  CORS.ELA-  Litoracy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  * Unit 6: Day 08  Introducing the Rubric  Craft and Structure   |                  |                      |  |
| Read, Reread, Respond, and Score   |                  |                      |  |
| # Unit 3b: 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 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 3b: Day 16 Respond to Nonfiction Texts and Score # Unit 3b: Day 16 Respond to Nonfiction Texts and Score # Unit 3b: Day 16 Respond to Nonfiction Texts and Score # Unit 3b: Day 03 # Square Paragraphs # Unit 4: Day 03 # Square Paragraph Graphic Organizer # Unit 4: Day 05 # Facts and Opinions # 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 12 Response to Historical Fiction Text # Unit 6: Day 04 # Guided Note-Taking Journal # Unit 6: Day 04 # Guided Note-Taking Journal # Unit 6: Day 07 # Unit 6: Day 07 # Olows & Grows # Unit 6: Day 08 # Introducing the Rubric  # CONTENT STANDARD / DOMAIN / PART # CONTENT STANDARD / DOMAIN / PART # CORSELA- Literacy.CCRA.R. # College and Career Readiness Anchor Standards for Reading # Unit 6: Day 08 # Introducing the Rubric # Content Standards for Reading # College and Career Readiness Anchor Standards for Reading # Unit 6: Day 08 # Introducing the Rubric # Content Standards for Reading # College and Career Readiness Anchor Standards for Reading # Content Standards for Reading # College and Career Readiness Anchor Standards for Reading # Content Standard |                  |                      |  |
| 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 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 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 13 Response to Text: Two of a Kind • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: 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  CONTENT STANDARD / DCSS.ELA- Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading DOMAIN / PART  PERFORMANCE   |                  |                      |  |
| # 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 3b: Day 16 Respond to Nonfiction Texts and Score # Unit 4: Day 02 Fact/Opinion T-Chart # Unit 4: Day 03 # S square Paragraphs # Unit 4: Day 04 # S square Paragraphs # Unit 4: Day 04 # S square Paragraph Graphic Organizer # Unit 4: Day 05 # Facts and Opinions # 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 03 # Main Ideas & Important Facts # 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 # CONTENT STANDARD / CCSS.ELA- Literacy.CCRA.R. # College and Career Readiness Anchor Standards for Reading # Craft and Structure # Craft and Structure  |                  |                      |  |
| 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 3b: Day 16   Respond to Nonfiction Texts and Score   Unit 4: Day 02   Fact/Opinion T-Chart   Unit 4: Day 03   S square Paragraphs   Unit 4: Day 04   S square Paragraph Graphic Organizer   Unit 4: Day 04   S square Paragraph Graphic Organizer   Unit 4: Day 13   Response to Text: Two of a Kind   Unit 4: Day 13   Response to Text: Planning Template   Unit 5: Day 12   Response to Historical Fiction Text   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 04   Guided Note-Taking Journal   Unit 6: Day 06   Analyzing a Peer's Work   Unit 6: Day 07   Glows & Grows   Unit 6: Day 07   Glows & Grows   Unit 6: Day 08   Introducing the Rubric   CCONTENT STANDARD / Dieracy.CCRA.R.     College and Career Readiness Anchor Standards for Reading Uniteracy.CCRA.R.  |                  |                      |  |
| Nonfiction Text Features   Unit 3b: Day 14   |                  |                      | Text Features, Main Ideas, and Details                       |
| - 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 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 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  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure   |                  |                      | • Unit 3b: Day 13  |
| - 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 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 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  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure   |                  |                      | Nonfiction Text Features                                     |
| 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 Paragraphs 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 07 Glows & Grows • Unit 6: Day 07 CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Note Text and Structure   |                  |                      |  |
| • 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 04   5 Square Paragraph Graphic Organizer   • Unit 4: Day 104   Response to Text: Two of a Kind   • 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   CCONTENT STANDARD / DOMAIN / PART   PERFORMANCE   Craft and Structure   |                  |                      |  |
| 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 5: Day 03 Main Ideas & Important Facts  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07 Glows & Grows  • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Respond to Nonfiction Texts and Score  • Unit 6: Day 08 Introducing the Rubric  Craft and Structure  |                  |                      |  |
| . 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 5: Day 3 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  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure   |                  |                      |  |
| 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 Rubric  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure   |                  |                      |  |
| • 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 04 Guided Note-Taking Journal • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure  Craft and Structure  |                  |                      |  |
| 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 12 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 05 Paraphrasing • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure  |                  |                      |  |
| • 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 04 Guided Note-Taking Journal • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure   |                  |                      |  |
| S Square Paragraphs   Unit 4: Day 04   S 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 07   Glows & Grows   Unit 6: Day 07   Glows & Grows   Unit 6: Day 08   Introducing the Rubric   CONTENT STANDARD / DOMAIN / PART   |                  |                      |  |
| - 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 05 Paraphrasing - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  Craft and Structure  |                  |                      |  |
| 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 05 Paraphrasing  • Unit 6: Day 07 Glows & Grows  • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| • 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 5: 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  CONTENT STANDARD / CCSS.ELA-     Literacy.CCRA.R.  PERFORMANCE  Craft and Structure   |                  |                      |  |
| 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 03 Main Ideas & Important Facts  • Unit 6: Day 05 Paraphrasing  • 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  CONTENT STANDARD / DOMAIN / PART  College and Career Readiness Anchor Standards for Reading  Craft and Structure  |                  |                      |  |
| - 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  CONTENT STANDARD / CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| 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  CONTENT STANDARD / CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| • 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  CONTENT STANDARD / CCSS.ELA-Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure  |                  |                      | Response to Text: Two of a Kind                              |
| Unit 5: Day 12 Response to Historical Fiction Text     Unit 5: Day 13 Response to Historical Fiction Text     Unit 6: Day 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  CONTENT STANDARD / CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading Craft and Structure  |                  |                      | • Unit 4: Day 14   |
| 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure  |                  |                      | Response to Text: Planning Template                          |
| Ontent Standard      Content Standard        |                  |                      | • Unit 5: Day 12   |
| Ontent Standard      Content Standard        |                  |                      | Response to Historical Fiction Text                          |
| 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA-  Literacy.CCRA.R.  Craft and Structure  |                  |                      | • Unit 5: Day 13   |
| • 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  Craft and Structure  Craft and Structure  |                  |                      |  |
| 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure  |                  |                      |  |
| Ontent Standard / Domain / Part  CONTENT STANDARD / DOMAIN / PART  - 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  College and Career Readiness Anchor Standards for Reading  Craft and Structure  Craft and Structure   |                  |                      |  |
| 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| Onit 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  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading Craft and Structure  Craft and Structure  |                  |                      |  |
| Paraphrasing  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07 Glows & Grows  • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure  |                  |                      |  |
| Onit 6: Day 06     Analyzing a Peer's Work     Unit 6: Day 07     Glows & Grows     Unit 6: Day 08     Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA-Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| Analyzing a Peer's Work  • Unit 6: Day 07  Glows & Grows  • Unit 6: Day 08  Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure   |                  |                      |  |
| Onit 6: Day 07 Glows & Grows     Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / DOMAIN / PART  CCSS.ELA- Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading Craft and Structure  |                  |                      |  |
| Glows & Grows  • Unit 6: Day 08 Introducing the Rubric  CONTENT STANDARD / CCSS.ELA- Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading  PERFORMANCE Craft and Structure   |                  |                      |  |
| CONTENT STANDARD / CCSS.ELA-Literacy.CCRA.R.  CONTENT STANDARD / CCSS.ELA-Literacy.CCRA.R.  College and Career Readiness Anchor Standards for Reading  Craft and Structure  Craft and Structure  |                  |                      | <b> </b>   |
| CONTENT STANDARD / CCSS.ELA-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading  Craft and Structure  |                  |                      |  |
| CONTENT STANDARD / CCSS.ELA- DOMAIN / PART   |                  |                      |  |
| DOMAIN / PART Literacy.CCRA.R.  PERFORMANCE Craft and Structure  |                  |                      | Introducing the Rubric                                       |
| DOMAIN / PART Literacy.CCRA.R.  PERFORMANCE Craft and Structure  | CONTENT STANDARD | CCSS FLA-            | College and Career Readiness Anchor Standards for Reading    |
| PERFORMANCE Craft and Structure  |                  |                      | - The standards for Reduing                                  |
|  |                  | Enterdoy. Contraint. | Ouett and Otherstone   |
| STANDAKU / MODE  |                  |                      | Craft and Structure  |
|  | STANDARD / MODE  |                      |  |

| EXPECTATION /<br>SUBSTRAND          |                                | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images   |
|-------------------------------------|--------------------------------|---|
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.6 | Assess how point of view or purpose shapes the content and style of a text.  WritingCity  • Unit 4: Day 14 Response to Text: Planning Template  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Integration of Knowledge and Ideas  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  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 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 |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05  |

|   |                                | Paraphrasing   |
|---|--------------------------------|--|
|   |                                | • Unit 6: Day 06   |
|   |                                | Analyzing a Peer's Work  |
|   |                                | • Unit 6: Day 07   |
|   |                                | Glows & Grows  |
| CONTENT STANDARD /<br>DOMAIN / PART                     | CCSS.ELA-<br>Literacy.CCRA.R.  | College and Career Readiness Anchor Standards for Reading  |
|   | Literacy.cora.r.               |  |
| PERFORMANCE<br>STANDARD / MODE                          |                                | Range of Reading and Level of Text Complexity  |
| EXPECTATION /   | CCSS.ELA-                      | Read and comprehend complex literary and informational texts   |
| SUBSTRAND   | Literacy.CCRA.R.10             | independently and proficiently.  |
|   |                                |  |
|   |                                | 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 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  |
|   |                                |  |
| CONTENT STANDARD /<br>DOMAIN / PART                     | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
|   |                                | College and Career Readiness Anchor Standards for Writing  Text Types and Purposes   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE               | Literacy.CCRA.W.               | Text Types and Purposes  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity  • Unit 3a: Day 04  Let's Take Five  • Unit 3a: Day 05  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity  • Unit 3a: Day 04 Let's Take Five  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity  • Unit 3a: Day 04  Let's Take Five  • Unit 3a: Day 05  Model the Plan  • Unit 3a: Day 06   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  WritingCity  • Unit 3a: Day 04  Let's Take Five  • Unit 3a: Day 05  Model the Plan  • Unit 3a: Day 06  Where I Live   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | Literacy.CCRA.W.               | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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  |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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                         |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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 |
| DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / | CCSS.ELA-<br>Literacy.CCRA.W.2 | Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  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                         |

|                                     |                                | • Unit 6: Day 13  |
|-------------------------------------|--------------------------------|---|
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.3 | Formal Writing - Part 2  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   |
|                                     |                                | 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 03 Planning Wheel 1  • Unit 5: Day 03 Planning Wheel 2  • Unit 5: Day 06 Writing and Commas  • Unit 5: Day 06 Writing and Commas  • Unit 5: Day 07 Revising Part 1 |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing   |
| PERFORMANCE<br>STANDARD / MODE      |                                | Production and Distribution of Writing  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
|                                     |                                | WritingCity  • Unit 1: Day 02 Ideas  • Unit 1: Day 04 Voice  • Unit 2: Day 01 Vary Sentences Part 1  • Unit 2: Day 02 Vary Sentences Part 2  • Unit 2: Day 06 Dialogue: A Character's Voice  • Unit 2: Day 07 Scoring with a Rubric Part 1  • Unit 2: Day 08 Scoring with a Rubric Part 2  • Unit 2: Day 09 Writing from Experience   |

• Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 **Definitions and Details** • Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 04 What's the Plan? Unit 5: Day 05 **Developing Characters** • Unit 5: Day 06 Writing and Commas Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 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 08

|               |                   | Introducing the Rubric  |
|---------------|-------------------|---|
|               |                   | • Unit 6: Day 12  |
|               |                   | Formal Writing - Part 1   |
|               |                   | • Unit 6: Day 13  |
|               |                   | Formal Writing - Part 2   |
|               |                   | • Unit 6: Day 14  |
|               |                   | Revising  |
|               |                   | • Unit 6: Day 15  |
|               |                   |   |
|               |                   | Editing   |
| EXPECTATION / | CCSS.ELA-         | Develop and strengthen writing as needed by planning, revising, |
| SUBSTRAND     | Literacy.CCRA.W.5 | editing, rewriting, or trying a new approach.                   |
|               | _                 |   |
|               |                   | 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                                       |
|               |                   | • Unit 2: Day 18  |
|               |                   | Ways Writers Respond to Reading                                 |
|               |                   |   |
|               |                   | • Unit 2: Day 19  |
|               |                   | Writers Respond to Questions and Prompts                        |
|               |                   | • Unit 2: Day 20  |
|               |                   | Writers Respond Through Opinions                                |
|               |                   | • Unit 2: Day 21  |
|               |                   | Read, Reread, Respond, and Score                                |
|               |                   | • Unit 2: Day 22  |
|               |                   | Read, Reread, Respond, and Score                                |
|               |                   | • Unit 3a: Day 05   |
|               |                   | Model the Plan  |
|               |                   | • Unit 3a: Day 06   |
|               |                   | Where I Live  |
|               |                   | • Unit 3a: Day 07   |
|               |                   | 3 Points  |
|               |                   | • Unit 3a: Day 08   |
|               |                   | Revising the End  |
|               |                   | • Unit 3a: Day 09   |
|               |                   | Using Commas  |
|               |                   | • Unit 3a: Day 10   |
|               |                   | Revising Part 1   |
|               |                   |   |
|               |                   | • Unit 3a: Day 11   |
|               |                   | Revising Part 2   |
|               |                   | • Unit 3a: Day 12   |
|               |                   | Editing   |
|               |                   | • Unit 3a: Day 13   |
|               |                   | Rubric Scoring  |
|               |                   | • Unit 3b: Day 02   |
|               |                   | Brainstorming   |
|               |                   |   |

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5 Square Paragraphs
• Unit 3b: Day 04
5 Square Paragraphs
• Unit 3b: Day 05
Linking Ideas
• Unit 3b: Day 07
Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 09
Revising

    Unit 3b: Day 10

Editing
• Unit 3b: Day 11
Scoring and Publishing

    Unit 4: Day 02

Fact/Opinion T-Chart
• Unit 4: Day 03
5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer

    Unit 4: Day 05

Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing

    Unit 4: Day 13

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
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Unit 3b: Day 03

|                                     |                                | Paraphrasing  • Unit 6: Day 06  Analyzing a Peer's Work  • Unit 6: Day 07  Glows & Grows  • Unit 6: Day 08  Introducing the Rubric  • Unit 6: Day 09  The 5 Square Graphic Organizer  • Unit 6: Day 10  Linking Words  • Unit 6: Day 11  Reviewing the Plan  • Unit 6: Day 12  Formal Writing - Part 1  • Unit 6: Day 13  Formal Writing - Part 2  • Unit 6: Day 14  Revising  • Unit 6: Day 15  Editing |
|-------------------------------------|--------------------------------|--|
|                                     |                                | • Unit 6: Day 16   |
|                                     |                                | Scoring and Publishing   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
|                                     |                                | WritingCity • Unit 6: Day 16 Scoring and Publishing  |
|                                     |                                |  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing  |
| PERFORMANCE<br>STANDARD / MODE      |                                | Research to Build and Present Knowledge  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
|                                     |                                | WritingCity  • 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  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.W.9 | • Unit 6: Day 05   |

|                    | 11                 | Glows & Grows  |
|--------------------|--------------------|--|
|                    | II II              | • Unit 6: Day 09   |
|                    |                    | The 5 Square Graphic Organizer                                   |
|                    |                    | • Unit 6: Day 10   |
|                    |                    | Linking Words  |
|                    |                    | • Unit 6: Day 12   |
|                    |                    | Formal Writing - Part 1  |
|                    | 11                 | • Unit 6: Day 13   |
|                    |                    | Formal Writing - Part 2  |
| CONTENT STANDARD / | CCSS.ELA-          | College and Career Readiness Anchor Standards for Writing        |
| DOMAIN / PART      | Literacy.CCRA.W.   |  |
| PERFORMANCE        |                    | Range of Writing   |
| STANDARD / MODE    |                    | 3.7  |
| EXPECTATION /      | CCSS.ELA-          | Write routinely over extended time frames (time for research,    |
| SUBSTRAND          |                    |  |
| COBOTTO            | Litoracy.com.iv.iv | or a day or two) for a range of tasks, purposes, and audiences.  |
|                    |                    | or a day or two from a range or tasks, parposes, and addictices. |
|                    |                    | WritingCity  |
|                    |                    | • 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                                 |
|                    |                    | • Unit 3a: Day 06  |
|                    |                    | Where I Live   |
|                    |                    | • Unit 3a: Day 07  |
|                    |                    | 3 Points   |
|                    |                    | • Unit 3a: Day 08  |
|                    |                    | Revising the End   |
|                    |                    | • Unit 3b: Day 07  |
|                    |                    | Formal Writing Assessment  |
|                    |                    | • Unit 3b: Day 08  |
|                    |                    | Writing Strong Conclusions                                       |
|                    |                    | • Unit 3b: Day 11  |
|                    |                    | Scoring and Publishing   |
|                    |                    | • Unit 4: Day 08   |
|                    |                    | Paragraphs 1 & 2   |
|                    |                    | • Unit 4: Day 09   |
|                    |                    | Paragraphs 3, 4, & 5   |
|                    |                    | • Unit 5: Day 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 01   |
|                    |                    | What is a Research Project?                                      |
|                    |                    | What is a Research Project?                                      |
|                    |                    | What is a Research Project? • Unit 6: Day 02 Gathering Resources |

| CONTENT STANDARD /                  | CCSS.ELA-                       | • Unit 6: Day 03     Main Ideas & Important Facts     • Unit 6: Day 04     Guided Note-Taking Journal     • Unit 6: Day 05     Paraphrasing     • Unit 6: Day 12     Formal Writing - Part 1     • Unit 6: Day 13     Formal Writing - Part 2     • Unit 6: Day 14     Revising     • Unit 6: Day 15     Editing  College and Career Readiness Anchor Standards for Speaking |
|-------------------------------------|---------------------------------|--|
| DOMAIN / PART                       | Literacy.CCRA.SL.               | and Listening  |
| PERFORMANCE<br>STANDARD / MODE      |                                 | Presentation of Knowledge and Ideas  |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  WritingCity  • Unit 3a: Day 01  |
|                                     |                                 | Explanatory Writing  |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.   | College and Career Readiness Anchor Standards for Language   |
| PERFORMANCE<br>STANDARD / MODE      |                                 | Conventions of Standard English  |
| EXPECTATION / SUBSTRAND             |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  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            |
| CONTENT STANDARD /<br>DOMAIN / PART | CCSS.ELA-<br>Literacy.CCRA.L.   | College and Career Readiness Anchor Standards for Language   |
| PERFORMANCE<br>STANDARD / MODE      |                                 | Vocabulary Acquisition and Use   |
| EXPECTATION /<br>SUBSTRAND          | CCSS.ELA-<br>Literacy.CCRA.L.4  | Determine or clarify the meaning of unknown and multiplemeaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  WritingCity Unit 1: Day 06 Word Choice Unit 3b: Day 01   |

|                                |                                | Definitions and Details • Unit 3b: Day 03  |
|--------------------------------|--------------------------------|--|
|                                |                                | 5 Square Paragraphs  |
| EXPECTATION /<br>SUBSTRAND     | CCSS.ELA-<br>Literacy.CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  |
|                                |                                | 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   |
| CONTENT STANDARD /             | CA.CC.RL.5.                    | Reading Standards for Literature   |
| DOMAIN / PART                  |                                |  |
| PERFORMANCE<br>STANDARD / MODE |                                | Key Ideas and Details  |
| EXPECTATION /<br>SUBSTRAND     |                                | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
|                                |                                | 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 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 |

| EXPECTATION /<br>SUBSTRAND          | RL.5.2.     | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  WritingCity  • Unit 5: Day 12 Response to Historical Fiction Text  • Unit 5: Day 13 Response to Historical Fiction Text                     |
|-------------------------------------|-------------|--|
| EXPECTATION /<br>SUBSTRAND          | RL.5.3.     | 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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.5. | Reading Standards for Literature   |
| PERFORMANCE<br>STANDARD / MODE      |             | Craft and Structure  |
| EXPECTATION /<br>SUBSTRAND          | RL.5.4.     | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA  WritingCity  • Unit 1: Day 04  Voice  • Unit 1: Day 08  Figurative Language  • Unit 1: Day 09  Metaphors & Similes  • Unit 2: Day 03  Sensory Images |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.5. | Reading Standards for Literature   |
| PERFORMANCE<br>STANDARD / MODE      |             | Integration of Knowledge and Ideas   |
| EXPECTATION /<br>SUBSTRAND          | RL.5.9.     | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  WritingCity  • Unit 5: Day 12 Response to Historical Fiction Text  • Unit 5: Day 13 Response to Historical Fiction Text  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RL.5. | Reading Standards for Literature   |
| PERFORMANCE<br>STANDARD / MODE      |             | Range of Reading and Level of Text Complexity  |
| EXPECTATION /<br>SUBSTRAND          | RL.5.10.    | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  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 21  Read, Reread, Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  |
|-------------------------------------|-------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.5. | Reading Standards for Informational Text  |
| PERFORMANCE<br>STANDARD / MODE      |             | Key Ideas and Details   |
| EXPECTATION / SUBSTRAND             | RI.5.1.     | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  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 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 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters |
| EXPECTATION /<br>SUBSTRAND          | RI.5.2.     | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  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 22 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   |

| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.5. | 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  S Square Paragraphs  Unit 4: Day 04  S 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<br>STANDARD / MODE   |             | Craft and Structure   |
| EXPECTATION /<br>SUBSTRAND       | RI.5.5.     | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  WritingCity  • Unit 3b: Day 15 Respond to Nonfiction Texts and Score  • Unit 3b: Day 16 Respond to Nonfiction Texts and Score  • Unit 4: Day 13 Response to Text: Two of a Kind  • Unit 5: Day 12 Response to Historical Fiction Text  • Unit 5: Day 13 Response to Historical Fiction Text  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07 Glows & Grows   |
| EXPECTATION /<br>SUBSTRAND       | RI.5.6.     | 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 31: Day 16 Respond to Nonfiction Texts and Score  - Unit 41: Day 13 Response to Text: Two of a Kind  - Unit 41: Day 14 Response to Text: Two of a Kind  - Unit 42: Day 14 Response to Text: Two of a Kind  - Unit 43: Day 14 Response to Text: Two of a Kind  - Unit 45: Day 14 Response to Text: Path Indicated Fiction Text  - Unit 51: Day 10 Response to Historical Fiction Text  - Unit 52: Day 10 Response to Historical Fiction Text  - Unit 52: Day 10 Response to Historical Fiction Text  - Unit 53: Day 10 Response to Historical Fiction Text  - Unit 52: Day 10 Response to Historical Fiction Text  - Unit 53: Day 10 Response to Historical Fiction Text  - Unit 52: Day 10 Response to Historical Fiction Text  - Unit 53: Day 17 Intro 10 Response to Text  - Unit 53: Day 17 Intro 10 Response to Text  - Unit 53: Day 12 Response to Text  - Unit 53: Day 14 Response to Text  - Unit 54: Day 15 Response to Text  - Unit 55: Day 16 Response to Text  - Unit 55: Day 13 Response to Text  - Unit 55: Day 12 Response to Text  - Unit 55: Day 12 Response to Text  - Unit 55: Day 12 Response to Text Pleaning Template  - Unit 55: Day 12 Response to Text Pleaning Template  - Unit 55: Day 12 Response to Text Pleaning Template  - Unit 55: Day 12 Response to Text Pleaning Template  - Unit 55: Day 12 Response to Historical Fiction Text  - Unit 55: Day 13 Response to Text Pleaning Template  - Unit 55: Day 13 Response to Historical Fiction Text  - Unit 55: Day 13 Response to Historical Fiction Text  |                    |             |  |
|--|--------------------|-------------|--|
| Respond to Nonfiction Texts and Score  |                    |             |  |
| Response to Text: Two of a Kind  - Unit 4: Day 13  Response to Text: Planning Template  - Unit 5: Day 12  Response to Historical Fiction Text  - Unit 5: Day 12  Response to Historical Fiction Text  - Unit 5: Day 04  Guided Note-Taking Journal  - Unit 6: Day 06  Paraphrasing  - Unit 6: Day 07  Glows 8, Grows  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8. Reading Standards for Informational Text  Integration of Knowledge and Ideas  STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8. 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 22  Read, Reread, Respond, and Score  - Unit 3: Day 06  Punit 3s. Day 07  Punit 3s. Day 07  Punit 3s. Day 07  Punit 3s. Day 07  Punit 3s. Day 04  - Unit 3s. Day 14  Nonfiction Text Features  - Unit 3s. Day 14  Nonfiction Text Features  - Unit 3s. Day 14  Nonfiction Text Features  - Unit 3s. Day 15  Response to Text: Two of a Kind  - Unit 4s. Day 03  S Square Paragraphs  - Unit 4s. Day 04  S square Paragraphs  - Unit 4s. Day 04  Response to Text: Two of a Kind  - Unit 4s. Day 03  Response to Text: Two of a Kind  - Unit 4s. Day 13  Response to Text: Two of a Kind  - Unit 4s. Day 13  Response to Text: Two of a Kind  - Unit 4s. Day 13  Response to Text: Two of a Kind  - Unit 4s. Day 13  Response to Text: Two of a Kind  - Unit 4s. 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  CONTENT STANDARD / DOMAIN I PART  PERFORMANCE  Reading Standards for Informational Text  Integration of Knowledge and Ideas  EXPECTATION / SUBSTRAND  RI.5.8. 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 12  Read, Reread, Respond, and Score  - Unit 2: Day 22  Read, Reread, Respond, and Score  - Unit 3: Day 02  Purpose and Proof  - Unit 3: Day 12  Text Features, Main Ideas, and Details  - Unit 3: Day 14  Nonfiction Text Features  - Unit 3: Day 14  Nonfiction Text Features  - Unit 3: Day 15  Respond to Nonfiction Texts and Score  - Unit 3: Day 16  Respond to Nonfiction Texts and Score  - Unit 4: Day 02  Feat/Opinion T-Chart  - Unit 4: Day 03  S Square Paragraphs  - Unit 4: Day 04  S Response to Text: Two of a Kind  - Unit 4: Day 05  Facts and Opinions  - Unit 4: Day 04  Response to Text: Two of a Kind  - Unit 4: Day 04  Response to Text: Two of a Kind  - Unit 4: Day 04  Response to Text: Planning Template  - Unit 5: Day 13   |                    |             |  |
| 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 Analyzing a Peer's Work # Unit 6: Day 07 Analyzing a Peer's Work # Unit 6: Day 07 Bear of Work # Unit 6: Day 08 Bear of Work # Unit 6: Day 12 Bear of Work # Unit 6: Day 12 Bear of Work # Unit 7: Day 14 Bear of Work # Unit 7: Day 15 Bear of Work # Unit 7: Day 16 Bear of Work # Unit 7: Day 04 Bear of Work # Unit 7: Day 04 Bear of Work # Unit 7: Day 16 Bear of Work # Unit 7: Day 17 Bear of Work # Unit 7: Day 18 Bear of Work # Unit 8: Day 13 Bear of Work #  |                    |             |  |
| 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 07 COMTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8.  RI.5.8.  RI.5.8.  RI.5.8.  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 17 Read, Reread, Respond, and Score + Unit 2: Day 22 Read, Reread, Respond, and Score + Unit 3: Day 12 Text Features, Main Ideas, and Details + Unit 3: Day 13 Nonfiction Text Features + Unit 3: Day 14 Nonfiction Text Features + Unit 3b: Day 15 Respond to Nonfiction Texts and Score + Unit 3b: Day 15 Respond to Nonfiction Texts and Score + Unit 3b: Day 15 Respond to Nonfiction Texts and Score + Unit 3b: Day 15 Respond to Nonfiction Texts and Score + Unit 3b: Day 16 Respond to Nonfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Nonfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 3b: Day 16 Respond to Ponfiction Texts and Score + Unit 4: Day 03 S Square Paragraphs + Unit 4: Day 03 Response to Text: Two of a Kind + Unit 4: Day 13 Response to Text: Planning Template + Unit 5: Day 13  |                    |             |  |
| # 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 05 Paraphrasing # Unit 6: Day 05 Paraphrasing # Unit 6: Day 06 Analyzing a Peer's Work # Unit 6: Day 07 Glows & Grows  CONTENT STANDARD / DOMAIN PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8. 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 22 Read, Reread, Respond, and Score # Unit 2: Day 22 Read, Reread, Respond, and Score # Unit 3: Day 12 Text Features, Main Ideas, and Details # Unit 3: Day 14 Nonfiction Text Features # Unit 3: Day 14 Nonfiction Choice Cards # Unit 3: Day 15 Respond to Nonfiction Texts and Score # Unit 3: Day 16 Respond to Nonfiction Texts and Score # Unit 3: Day 16 Respond to Nonfiction Texts and Score # Unit 3: Day 16 Respond to Nonfiction Texts and Score # Unit 3: Day 16 Respond to Nonfiction Texts and Score # Unit 3: Day 16 Respond to Nonfiction Texts and Score # Unit 3: Day 02 Fact/Opinion T-Chart # Unit 4: Day 03 # S 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 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 5: Day 13 # Unit 5: Day 13 # Response to Historical Fiction Text # Unit 5: Day 13 # Unit 6: Day 13 # Response to Historical Fiction Text # Unit 5: Day 13 # Unit 6: Day 14 # Unit 6: Day 14 # Unit 6: Day 14 # Unit 6: Day 15 # Unit 6: Day 1 |                    |             |  |
| Response to Historical Fiction Text  + Unit 6: Day 04  Guided Note-Taking Journal  + Unit 6: Day 05  Paraphrasing  + Unit 6: Day 05  Paraphrasing  + Unit 6: Day 06  Analyzing a Peor's Work  + Unit 6: Day 07  Glows & Grows  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8.  RI.5.8.  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 12  Read, Rerspond, Respond, and Score  • Unit 32: Day 02  Purpose and Proof  • Unit 33: Day 02  Purpose and Proof  • Unit 30: Day 13  Nonfiction Text Features  • Unit 30: Day 14  Nonfiction Text Features  • Unit 30: Day 14  Nonfiction Text Features  • Unit 30: Day 15  Respond to Nonfiction Texts and Score  • Unit 30: Day 15  Respond to Nonfiction Texts and Score  • Unit 4: Day 02  FacUOpinion 1 - Chart  • Unit 4: Day 03  • Square Paragraph  • Unit 4: Day 04  • Square Paragraph  • Unit 4: Day 04  • Square Paragraph  • Unit 4: Day 04  • Square Paragraph  • Unit 4: Day 03  Response to Text: Two of a Kind  • Unit 4: Day 104  Response to Text: Planning Template  • Unit 5: Day 12  Response to Historical Fiction Text  • Unit 6: Day 13   |                    |             |  |
| ## Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 06 Paraphrasing + Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  Reading Standards for Informational Text    Integration of Knowledge and Ideas   |                    |             |  |
| Guided Note-Taking Journal  - Unit 6: Day 05 Paraphrasing - Unit 6: Day 07 Glows & Grows  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  RI.5.8.  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 17 Read, Reread, Respond, and Score - Unit 2: Day 21 Read, Reread, Respond, and Score - Unit 3: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 12 Text Features, Main Ideas, and Details - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 15 Respond to Nonfiction Texts and Score - Unit 3: 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 03 5 Square Paragraphs - Unit 4: Day 04 5 Square Paragraphs - Unit 4: Day 05 Facts and Opinions - Unit 4: Day 13 Response to Text: Two of a Kind - Unit 4: Day 13 Response to Text: Two not a Kind - Unit 4: Day 13 Response to Text: Tenning Template - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 12 Response to Historical Fiction Text   |                    |             |  |
| Paraphrasing   |                    |             |  |
| Unit 6: Day 06   Analyzing a Peer's Work   Unit 6: Day 07   Glows & Grows  |                    |             |  |
| Analyzing a Peer's Work  |                    |             |  |
| Unit 6: Day 07   Glows & Grows   |                    |             |  |
| GONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8.  RI.5.8.  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 22  Read, Reread, Respond, and Score - Unit 3: Day 22  Read, Reread, Respond, and Score - Unit 3: Day 12  Text Features, Main Ideas, and Details - Unit 3b: Day 14  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 03 5 Square Paragraph Graphic Organizer - Unit 4: Day 03 Response to Text: Two of a Kind - Unit 4: Day 12  Response to Text: Two of a Kind - Unit 4: Day 12  Response to Text: Two of a Kind - Unit 5: Day 12  Response to Text: Planning Template - Unit 5: Day 12  Response to Text: Planning Template - Unit 5: Day 12  Response to Text: Planning Template - Unit 5: Day 12  Response to Historical Fiction Text   |                    |             |  |
| DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8.  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 21  Read, Reread, Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  • Unit 3: 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 12  Nonfiction Text Features  • Unit 3b: Day 14  Nonfiction Choice Cards  • Unit 3b: Day 16  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  S Square Paragraph Graphic Organizer  • Unit 4: Day 03  Facts and Opinions  • Unit 4: Day 12  Response to Text: Two of a Kind  • Unit 4: Day 12  Response to Text: Two of a Kind  • Unit 5: Day 12  Response to Text: Two of a Kind  • Unit 5: Day 12  Response to Text: Planning Template  • Unit 5: Day 12  Response to Historical Fiction Text   |                    |             |  |
| DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  RI.5.8.  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 21  Read, Reread, Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  • Unit 3: 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 12  Nonfiction Text Features  • Unit 3b: Day 14  Nonfiction Choice Cards  • Unit 3b: Day 16  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  S Square Paragraph Graphic Organizer  • Unit 4: Day 03  Facts and Opinions  • Unit 4: Day 12  Response to Text: Two of a Kind  • Unit 4: Day 12  Response to Text: Two of a Kind  • Unit 5: Day 12  Response to Text: Two of a Kind  • Unit 5: Day 12  Response to Text: Planning Template  • Unit 5: Day 12  Response to Historical Fiction Text   | CONTENT STANDARD / | CA.CC.RI.5. | Reading Standards for Informational Text |
| EXPECTATION / SUBSTRAND  RI.5.8. 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 3: Day 22  Read, Reread, Respond, and Score  • Unit 3: 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 14  Nonfiction Choice Cards  • Unit 3b: Day 15  Respond to Nonfiction Texts and Score  • Unit 3b: Day 15  Respond to Nonfiction Texts and Score  • Unit 4: Day 01  5 Square Paragraphs  • 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 05  Facts and Opinions  • Unit 4: Day 12  Response to Text: Two of a Kind  • Unit 5: Day 12  Response to Historical Fiction Text  • Unit 5: Day 12  Response to Historical Fiction Text  |                    |             |  |
| EXPECTATION / SUBSTRAND  RI.5.8.   | PERFORMANCE        |             | Integration of Knowledge and Ideas       |
| 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 3: Day 12 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 14 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 04 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Text: Thaning Template • Unit 5: Day 12 Response to Historical Fiction Text  | STANDARD / MODE    |             |  |
| 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 3: 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 02 Fact/Opinion T-Chart  • Unit 4: Day 04 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 13 Response to Text: Two of a Kind  • Unit 5: Day 12 Response to Historical Fiction Text   | EXPECTATION /      | RI.5.8.     |  |
| 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 3: Day 02 Purpose and Proof • Unit 3: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Text Features • 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 04 5 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 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   | SUBSTRAND          |             |  |
| - 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 Text Features - 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 Paragraph Graphic Organizer - Unit 4: Day 04 5 Square Paragraph Graphic Organizer - Unit 4: Day 03 Response to Text: Two of a Kind - Unit 4: Day 14 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  |                    |             | support which point(s).                  |
| - 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 Text Features - 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 Paragraph Graphic Organizer - Unit 4: Day 04 5 Square Paragraph Graphic Organizer - Unit 4: Day 03 Response to Text: Two of a Kind - Unit 4: Day 14 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  |                    |             | WritingCity                              |
| 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 3: 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 14  Response to Text: Two of a Kind  • Unit 4: Response to Text: Two of a Kind  • Unit 5: Day 14  Response to Text: Planning Template  • Unit 5: Day 12  Response to Historical Fiction Text  |                    |             |  |
| 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 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  |                    |             |  |
| 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 14 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 12 Response to Historical Fiction Text   |                    |             |  |
| • 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 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  |                    |             |  |
| 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 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 14 Response to Historical Fiction Text  |                    |             |  |
| • 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 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 Square Paragraphs Unit 4: Day 04 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   |                    |             |  |
| 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 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   |                    |             |  |
| 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   |                    |             |  |
| • 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  |                    |             |  |
| 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   |                    |             |  |
| 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  |                    |             | II I                                     |
| Unit 3b: Day 16 Respond to Nonfiction Texts and Score     Unit 4: Day 02 Fact/Opinion T-Chart     Unit 4: Day 03     Square Paragraphs     Unit 4: Day 04     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   |                    |             |  |
| 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   |                    |             |  |
| • 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   |                    |             |  |
| 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   |                    |             |  |
| Unit 4: Day 03 Square Paragraphs Unit 4: Day 04 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   |                    |             |  |
| 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   |                    |             |  |
| 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   |                    |             |  |
| 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  |                    |             |  |
| 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  |                    |             |  |
| 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  |                    |             |  |
| Unit 4: Day 14  Response to Text: Planning Template     Unit 5: Day 12  Response to Historical Fiction Text     Unit 5: Day 13   |                    |             | • Unit 4: Day 13                         |
| Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: 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   |                    |             |  |
| • Unit 5: Day 13   |                    |             |  |
|  |                    |             |  |
| II september 200 section 100 secti         |                    |             | 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   |
|-------------------------------------|-------------|---|
| EXPECTATION /                       | RI.5.9.     | Integrate information from several texts on the same topic in order   |
| SUBSTRAND                           | N.0.5.      | to write or speak about the subject knowledgeably.  |
|                                     |             | WritingCity  • Unit 3b: Day 15 Respond to Nonfiction Texts and Score  • Unit 3b: Day 16 Respond to Nonfiction Texts and Score  • Unit 4: Day 13 Response to Text: Two of a Kind  • Unit 5: Day 12 Response to Historical Fiction Text  • Unit 5: Day 13 Response to Historical Fiction Text  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07 Glows & Grows |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RI.5. | Reading Standards for Informational Text  |
| PERFORMANCE<br>STANDARD / MODE      |             | Range of Reading and Level of Text Complexity   |
| EXPECTATION /<br>SUBSTRAND          | RI.5.10.    | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  WritingCity  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   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RF.5. | Reading Standards: Foundational Skills  |
| PERFORMANCE<br>STANDARD / MODE      |             | Phonics and Word Recognition  |
| EXPECTATION /<br>SUBSTRAND          | RF.5.3.     | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | RF.5.3.a.   | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.   |

|                                     |             | WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows   |
|-------------------------------------|-------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.RF.5. | Reading Standards: Foundational Skills  |
| PERFORMANCE<br>STANDARD / MODE      |             | Fluency   |
| EXPECTATION /<br>SUBSTRAND          | RF.5.4.     | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL      | RF.5.4.a.   | Read on-level text with purpose and understanding.  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 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 |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.5.  | Writing Standards   |
| PERFORMANCE<br>STANDARD / MODE      |             | Text Types and Purposes   |
| EXPECTATION /<br>SUBSTRAND          | W.5.1.      | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.5.1.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.  WritingCity Unit 4: Day 01 What is an Opinion Paper? Unit 4: Day 04 S 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    |
| FOUNDATION /<br>PROFICIENCY LEVEL   | W.5.1.b.    | Provide logically ordered reasons that are supported by facts and details.  WritingCity   |

|                                   |            | Unit 4: Day 01     What is an Opinion Paper?   |
|-----------------------------------|------------|--|
| FOUNDATION /<br>PROFICIENCY LEVEL | W.5.1.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   |
| FOUNDATION /<br>PROFICIENCY LEVEL | W.5.1.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  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  |
| CONTENT STANDARD /                | CA.CC.W.5. | Writing Standards  |
| DOMAIN / PART PERFORMANCE         |            | Text Types and Purposes  |
| STANDARD / MODE                   | 1          |  |
| EXPECTATION /<br>SUBSTRAND        | W.5.2.     | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| FOUNDATION / PROFICIENCY LEVEL    | W.5.2.a.   | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  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 S 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  |
| FOUNDATION /<br>PROFICIENCY LEVEL | W.5.2.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 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     Writing Strong Conclusions   |
|                                   |          | • 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 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  |
|                                   |          | The 9 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  |
|---|------------|--|
| FOUNDATION /<br>PROFICIENCY LEVEL         | W.5.2.c.   | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  WritingCity  • 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  |
| FOUNDATION /<br>PROFICIENCY LEVEL         | W.5.2.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   |
|   |            | <ul> <li>Unit 3b: Day 03</li> <li>Square Paragraphs</li> <li>Unit 3b: Day 07</li> <li>Formal Writing Assessment</li> <li>Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> <li>Unit 6: Day 14</li> <li>Revising</li> </ul>              |
| FOUNDATION /<br>PROFICIENCY LEVEL         | W.5.2.e.   | Provide a concluding statement or section related to the information or explanation presented.   |
|   |            | WritingCity  • Unit 3a: Day 02 Purpose and Proof  • Unit 3a: Day 07 3 Points  • Unit 3a: Day 08 Revising the End  • Unit 3a: Day 10 Revising Part 1  • Unit 3b: Day 07 Formal Writing Assessment  • Unit 3b: Day 08 Writing Street Conclusions |
| CONTENT STANDARD /                        | CA.CC.W.5. | Writing Strong Conclusions Writing Standards   |
| DOMAIN / PART PERFORMANCE STANDARD / MODE |            | Text Types and Purposes  |
| EXPECTATION /<br>SUBSTRAND                | W.5.3.     | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |

| FOUNDATION / PROFICIENCY LEVEL | W.5.3.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 03 Planning Wheel 1 Unit 5: Day 03 Planning Wheel 2 Unit 5: Day 06 Writing and Commas Unit 5: Day 06 Writing and Commas Unit 5: Day 07 |
|--------------------------------|----------|---|
| FOUNDATION / PROFICIENCY LEVEL | W.5.3.b. | Revising Part 1  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 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 05 Developing Characters   |

|                                   |          | Unit 5: Day 06     Writing and Commas   |
|-----------------------------------|----------|---|
| FOUNDATION /<br>PROFICIENCY LEVEL | W.5.3.c. | Use a variety of transitional words, phrases, and clauses to manage the 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 2: Day 12 Writing a Conclusion     Unit 3a: Day 03 Who is Stronger?  |
|                                   |          | Unit 3a: Day 04 Let's Take Five Unit 3a: Day 06 Where I Live Unit 3a: Day 07 Points Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas  |
| FOUNDATION /<br>PROFICIENCY LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely.  WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 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   |
|--|------------|--|
| FOUNDATION / PROFICIENCY LEVEL               | W.5.3.e.   | Provide a conclusion that follows from the narrated experiences or 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 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 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Revising Part 2 |
| CONTENT STANDARD / DOMAIN / PART PERFORMANCE | CA.CC.W.5. | Writing Standards Production and Distribution of Writing   |
| EXPECTATION / SUBSTRAND                      | W.5.4.     | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA  WritingCity 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

• Unit 3a: Day 04

Let's Take Five

Unit 3a: Day 05

Model the Plan

Unit 3a: Day 06

Where I Live

Unit 3a: Day 07

3 Points

Unit 3a: Day 08

Revising the End

• Unit 3a: Day 10

Revising Part 1

• Unit 3b: Day 01

**Definitions and Details** 

Unit 3b: Day 04

5 Square Paragraphs

• Unit 3b: Day 07

**Formal Writing Assessment** 

• Unit 3b: Day 08

Writing Strong Conclusions

• Unit 3b: Day 11

Scoring and Publishing

• 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 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 08

Introducing the Rubric

• Unit 6: Day 12

Formal Writing - Part 1

• Unit 6: Day 13

|                            |        | Formal Writing - Part 2  |
|----------------------------|--------|--|
|                            |        | • Unit 6: Day 14   |
|                            |        | Revising  • Unit 6: Day 15   |
|                            |        | Editing  |
| EXPECTATION /<br>SUBSTRAND | W.5.5. | 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   |
|                            |        | • Unit 2: Day 07   |
|                            |        | Scoring with a Rubric Part 1   |
|                            |        | • Unit 2: Day 08   |
|                            |        | Scoring with a Rubric Part 2   |
|                            |        | Unit 2: Day 10     Planning to Write   |
|                            |        | • Unit 2: Day 11   |
|                            |        | Writing a Real Narrative   |
|                            |        | • Unit 2: Day 13   |
|                            |        | Scoring with a Rubric  |
|                            |        | Unit 2: Day 14 Revising  |
|                            |        | • Unit 2: Day 15   |
|                            |        | Editing  |
|                            |        | • Unit 2: Day 16   |
|                            |        | Writing and Reflecting   |
|                            |        | • Unit 2: Day 17   |
|                            |        | Intro to Response to Text  • Unit 2: Day 18  |
|                            |        | Ways Writers Respond to Reading  |
|                            |        | • Unit 2: Day 19   |
|                            |        | Writers Respond to Questions and Prompts   |
|                            |        | Unit 2: Day 20     Writers Respond Through Opinions  |
|                            |        | • Unit 2: Day 21   |
|                            |        | Read, Reread, Respond, and Score   |
|                            |        | • Unit 2: Day 22   |
|                            |        | Read, Reread, Respond, and Score   |
|                            |        | Unit 3a: Day 05     Model the Plan   |
|                            |        | • Unit 3a: Day 06  |
|                            |        | Where I Live   |
|                            |        | • Unit 3a: Day 07  |
|                            |        | 3 Points   |
|                            |        | • Unit 3a: Day 08  |
|                            |        | Revising the End • Unit 3a: Day 09   |
|                            |        | Using Commas   |
|                            |        | • Unit 3a: Day 10  |
|                            |        | Revising Part 1  |
|                            |        | • Unit 3a: Day 11  |
|                            |        | Revising Part 2  |
|                            |        | Unit 3a: Day 12     Editing  |
|                            |        | • Unit 3a: Day 13  |
|                            |        | Rubric Scoring   |
|                            |        | • Unit 3b: Day 02  |
|                            |        | Brainstorming  |
|                            |        | • Unit 3b: Day 03  |

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5 Square Paragraphs

    Unit 3b: Day 04

5 Square Paragraphs

    Unit 3b: Day 05

Linking Ideas
• Unit 3b: Day 07
Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions

    Unit 3b: Day 09

Revising
• Unit 3b: Day 10
Editing

    Unit 3b: Day 11

Scoring and Publishing
• Unit 4: Day 02
Fact/Opinion T-Chart

    Unit 4: Day 03

5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer
• Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric

    Unit 4: Day 08

Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing
• Unit 4: Day 13
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
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**Paraphrasing** 

|                            |            | Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2 Unit 6: Day 14 Revising Unit 6: Day 15 Editing Unit 6: Day 16 Scoring and Publishing                    |
|----------------------------|------------|--|
| EXPECTATION /<br>SUBSTRAND | W.5.6.     | 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 type a minimum of two pages in a single sitting.  WritingCity Unit 6: Day 16 Scoring and Publishing   |
| CONTENT STANDARD /         | CA.CC.W.5. | Writing Standards  |
| DOMAIN / PART PERFORMANCE  |            | Research to Build and Present Knowledge  |
| STANDARD / MODE            | <br>       |  |
| EXPECTATION / SUBSTRAND    | W.5.7.     | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic  WritingCity 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   |
| EXPECTATION /<br>SUBSTRAND | W.5.8.     | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  WritingCity  • 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 |

|                                     |            | Heli O. Barrot   |
|-------------------------------------|------------|--|
|                                     |            | 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 12   |
|                                     |            | Formal Writing - Part 1  |
|                                     |            | • Unit 6: Day 13   |
|                                     |            | Formal Writing - Part 2  |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.W.5. | Writing Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Research to Build and Present Knowledge                              |
| EXPECTATION /                       | W.5.9.     | Draw evidence from literary or informational texts to support        |
| SUBSTRAND                           |            | analysis, reflection, and research.                                  |
| FOUNDATION /                        | W.5.9.a.   | Apply grade 5 Reading standards to literature (e.g., "Compare and    |
| PROFICIENCY LEVEL                   |            | contrast two or more characters, settings, or events in a story or a |
|                                     |            | drama, drawing on specific details in the text [e.g., how characters |
|                                     |            | interact]").   |
|                                     |            | Muldin vOld  |
|                                     |            | WritingCity  |
|                                     |            | • 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 5: Day 10   |
|                                     |            | Compare the Past   |
|                                     |            | • Unit 5: Day 12   |
|                                     |            | Response to Historical Fiction Text                                  |
|                                     |            | • Unit 5: Day 13   |
|                                     |            | Response to Historical Fiction Text                                  |
| FOUNDATION /                        | W.5.9.b.   | Apply grade 5 Reading standards to informational texts (e.g.,        |
| PROFICIENCY LEVEL                   |            | "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  |
|                                     |            | 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  |
|                                     |            | III • Unit 3D: Day 14  |

| 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 6 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 13 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 12 Response to Historical Fiction? • Unit 5: Day 12 Response to Historical Fiction? • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • 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 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 10 Linking Words • Unit 6: Day 10 Linking Unit 6: Day 10 Linking Words • Unit 6: Day 10 Linking  |                 |            | Nonfiction Choice Cards  • Unit 3b: Day 15  Bearand to Nonfiction Tayto and Soore |
|--|-----------------|------------|---|
| 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 01  What is Historical Fiction? • Unit 5: Day 12  Response to Historical Fiction Text • Unit 5: Day 12  Response to Historical Fiction Text • Unit 5: Day 12  Response to Historical Fiction Text • Unit 5: Day 02  Gathering Resources • Unit 6: Day 03  Main Ideas & Important Facts • Unit 6: Day 03  Main Ideas & Important Facts • Unit 6: Day 07  Guided Note-Taking Journal • Unit 6: Day 07  Guided Note-Taking Journal • Unit 6: Day 07  Goided Note-Taking Journal • Unit 6: Day 07  Goided Note-Taking Journal • Unit 6: Day 07  Goided Scrows • Unit 6: Day 07  Glows & Grows • Unit 6: Day 07  Glows & Grows • Unit 6: Day 10  Info: Day 10  Linking Words • Unit 6: Day 10  Linking Words • Unit 6: Day 10  CONTENT STANDARD / DoMAIN I PART  PERFORMANCE  STANDAND / IMDE  W.5.10.  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.  WritingCity • Unit 1: Day 01  Topics I Can Write About • Unit 1: Day 02  Ideas • Unit 2: Day 07  Scoring with a Kubric Part 1 • Unit 2: Day 08   |                 |            | Unit 3b: Day 16 Respond to Nonfiction Texts and Score                             |
| 5 Square Paragraphs  |                 |            | Fact/Opinion T-Chart  |
| **Unit 4: Day 04**  **S 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 13 Response to Text: Two of a Kind - Unit 4: Day 14 Response to Text: Planning Template - Unit 5: Day 01 What is Historical Fiction? - Unit 5: Day 12 Response to Historical Fiction Text - 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 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing - Unit 6: Day 07 Glows & Grows - Unit 6: Day 07 Glows & Grows - Unit 6: Day 09 Into 5 Square Graphic Organizer - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 12 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  Writing Claru Writing - Value (Content of the Content of Content |                 |            |   |
| **Unit 4: Day 05   |                 |            | • Unit 4: Day 04  |
| - Unit 4: Day 13   Response to Text: Two of a Kind   - Unit 4: Day 14    Response to Text: Planning Template   - Unit 5: Day 01    What is Historical Fiction?   - 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 03    Response to Historical Fiction Text   - Unit 6: Day 03    Response to Historical Fiction Text   - Unit 6: Day 04    Unit 6: Day 03    Main Ideas & Important Facts   - Unit 6: Day 06    Analyzing a Peer's Work   - 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 10    Linking Words   - Unit 6: Day 10    Linking Words   - Unit 6: Day 10    Linking Words   - Unit 6: Day 12    Formal Writing - Part 1   - Unit 6: Day 12    Formal Writing - Part 2     CONTENT STANDARD / DOMAIN / PART   Range of Writing   Part 1     Unit 6: Day 13    Formal Writing - Part 2     CONTENT STANDARD / MODE   Range of Writing   - Unit 1: Day 01     Topics I Can Write About   - Unit 1: Day 01     Topics I Can Write About   - Unit 1: Day 07     Scoring with a Rubric Part 1   - Unit 2: Day 08   - Unit 2: Day 07     Scoring with a Rubric Part 1   - Unit 2: Day 07     Scoring with a Rubric Part 1   - Unit 2: Day 07     Scoring with a Rubric Part 1   - Unit 2: Day 07     Scoring with a Rubric Part 1   - Unit 2: Day 08   - Unit 3: Day 08   - Unit 4: Day 07     Scoring with a Rubric Part 1   - Unit 2: Day 08   - Unit 2: Day 08   - Unit 2: Day 08   - Unit 3: Day 08   - Unit 4: Day 0   |                 |            | • Unit 4: Day 05  |
| Unit 4: Day 14   Response to Text: Planning Template   Unit 5: Day 01   What is Historical Fiction?   Unit 5: Day 12   Response to Historical Fiction Text   Unit 5: Day 13   Response to Historical Fiction Text   Unit 6: Day 02   Response to Historical Fiction Text   Unit 6: Day 02   Gathering Resources   Unit 6: 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 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 12   Formal Writing - Part 1   Unit 6: Day 12   Formal Writing - Part 2   CONTENT STANDARD / DOMAIN / PART   PERFORMANCE   STANDARD / MODE   EXPECTATION / SUBSTRAND   Wistorial Standards   Writing City   Unit 1: Day 01   Topics I Can Write About   Unit 1: Day 01   Topics I Can Write About   Unit 1: Day 07   Scoring with a Rubric Part 1   Unit 2: Day 08   Unit 2: Day 07   Scoring with a Rubric Part 1   Unit 2: Day 07   Scoring with a Rubric Part 1   Unit 2: Day 07   Scoring with a Rubric Part 1   Unit 2: Day 07   Scoring with a Rubric Part 1   Unit 2: Day 07   |                 |            | · · · · · · · · · · · · · · · · · · ·   |
| Response to Text: Planning Template  - Unit 5: Day 12 What is Historical Fiction? - Unit 5: Day 13 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 6: Day 03 Response to Historical Fiction Text - 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 07 Glows & Grows - Unit 6: Day 09 Into 6: Day 09 Into 6: Day 09 Into 6: Day 10 Linking Words - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10. 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.  WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 08  |                 |            |   |
| What is Historical Fiction?  • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • 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 06 Analyzing a Peer's Work • 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 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 08  |                 |            | Response to Text: Planning Template   |
| Response to Historical Fiction Text  • Unit 5: Day 13  Response to Historical Fiction Text  • Unit 6: Day 03  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 09  The 5 Square Graphic Organizer  • Unit 6: Day 01  Linking Words  • Unit 6: Day 10  Linking Words  • Unit 6: Day 12  Formal Writing - Part 1  • Unit 6: Day 13  Formal Writing - Part 2  CONTENT STANDARD / MODE  EXPECTATION /  SUBSTRAND  W.5.10.  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.  WritingCity  • Unit 2: Day 07  Scoring with a Rubric Part 1  • Unit 2: Day 08  |                 |            | What is Historical Fiction?   |
| Response to Historical Fiction Text  • 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 08 Introducing the Rubric • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 0 Unit 6: Day 10 Linking Words • Unit 6: Day 11 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08   |                 |            |   |
| # 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 05 Paraphrasing # Unit 6: Day 06 Analyzing a Peer's Work # Unit 6: Day 07 Glows & Grows # Unit 6: Day 07 Glows & Grows # Unit 6: Day 09 The 5 Square Graphic Organizer # Unit 6: Day 10 Linking Words # Unit 6: Day 10 Linking Words # Unit 6: Day 13 Formal Writing - Part 1 # Unit 6: Day 13 Formal Writing - Part 2  ## CA.CC.W.5  ## Writing Standards  ## CA.CC.W.5  ## Writing Standards  ## Writing Standa |                 |            |   |
| Unit 6: Day 03   Main Ideas & Important Facts  |                 |            | • Unit 6: Day 02  |
| - 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 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  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  |                 |            | • Unit 6: Day 03  |
| - 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 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  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.  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   |                 |            |   |
| 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 12 Formal Writing - Part 1 • Unit 6: Day 12 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  Wishing Standards  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.  WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08  |                 |            |   |
| 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 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10. 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.  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   |                 |            | Paraphrasing  |
| 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 12 Formal Writing - Part 1  • Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10. 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.  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  |                 |            | Analyzing a Peer's Work   |
| Introducing the Rubric  • Unit 6: Day 09  The 5 Square Graphic Organizer  • Unit 6: Day 10  Linking Words  • Unit 6: Day 12  Formal Writing - Part 1  • Unit 6: Day 13  Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE  STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10. 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.  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  |                 |            |   |
| - Unit 6: Day 09 The 5 Square Graphic Organizer - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  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  |                 |            |   |
| - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  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  |                 |            | • Unit 6: Day 09  |
| • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  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   |                 |            | • Unit 6: Day 10  |
| - Unit 6: Day 13 Formal Writing - Part 2  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  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  |                 |            | • Unit 6: Day 12  |
| CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  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.  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   |                 |            |   |
| PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  W.5.10.  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.  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  |                 |            |   |
| EXPECTATION / SUBSTRAND  W.5.10.  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.  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   |                 | CA.CC.W.5. | Writing Standards   |
| 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.  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  | STANDARD / MODE |            |   |
| audiences.  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   | I I             | W.5.10.    | reflection, and revision) and shorter time frames (a single sitting or            |
| • 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  |                 |            |   |
| Topics I Can Write About  • Unit 1: Day 02 Ideas  • Unit 2: Day 07 Scoring with a Rubric Part 1  • Unit 2: Day 08  |                 |            |   |
| Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08   |                 |            | Topics I Can Write About  |
| Scoring with a Rubric Part 1 • Unit 2: Day 08  |                 |            | Ideas   |
| • Unit 2: Day 08   |                 |            |   |
| Scotting with a Rubble Fall 2  |                 |            | • Unit 2: Day 08  |
| • Unit 2: Day 10   |                 |            |   |

Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 05 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing Unit 3a: Day 13 Rubric Scoring • Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 05 Linking Ideas Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 09 Revising • Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 5 Square Paragraphs

• Unit 4: Day 04

5 Square Paragraph Graphic Organizer

• Unit 4: Day 05

Facts and Opinions

• Unit 4: Day 06

Kyle's Formal Writing Assessment

• Unit 4: Day 07

6 Traits Rubric

Unit 4: Day 08

Paragraphs 1 & 2

• Unit 4: Day 09

Paragraphs 3, 4, & 5

Unit 4: Day 10

Revising

• Unit 4: Day 11

**Editing** 

• Unit 4: Day 12

Scoring and Publishing

Unit 4: Day 13

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 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 08

Introducing the Rubric

• Unit 6: Day 09

The 5 Square Graphic Organizer

Unit 6: Day 10

Linking Words

• Unit 6: Day 11

Reviewing the Plan

• Unit 6: Day 12

Formal Writing - Part 1

• Unit 6: Day 13

Formal Writing - Part 2

• Unit 6: Day 14

|                                     | 11          |   |
|-------------------------------------|-------------|---|
|                                     |             | Revising  |
|                                     |             | • Unit 6: Day 15<br>Editing   |
|                                     |             | • Unit 6: Day 16  |
|                                     |             | Scoring and Publishing  |
| CONTENT STANDARD /                  | CA.CC.SL.5. | Speaking and Listening Standards  |
| DOMAIN / PART                       | CA.CC.SL.S. |   |
| PERFORMANCE<br>STANDARD / MODE      |             | Presentation of Knowledge and Ideas   |
| EXPECTATION /<br>SUBSTRAND          | SL.5.6.     | 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.) |
|                                     |             | WritingCity • Unit 3a: Day 01 Explanatory Writing   |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.5.  | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION /                       | L.5.1.      | Demonstrate command of the conventions of standard Facilists  |
| SUBSTRAND                           | L.5.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| PROFICIENCY LEVEL                   | L.5.1.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 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 5: Day 04  |
|                                     |             | What's the Plan?  |
|                                     |             | • Unit 6: Day 15<br>Editing   |
| FOUNDATION / PROFICIENCY LEVEL      | L.5.1.b.    | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.   |
|                                     |             | WritingCity   |
|                                     |             | • Unit 2: Day 15  |
|                                     |             | Editing   |
|                                     |             |   |

|   | Carly's Formal Writing Assessment  |
|---|--|
|   | • Unit 5: Day 04<br>What's the Plan?                                       |
| FOUNDATION / L.5.1.c. PROFICIENCY LEVEL | 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 40          |
|   | 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   |
| FOUNDATION / L.5.1.d. PROFICIENCY LEVEL | Recognize and correct inappropriate shifts in verb tense.                  |
|   | 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 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   |
| FOUNDATION / L.5.1.e. PROFICIENCY LEVEL | 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 01 Editing • Unit 4: Day 01 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing |
|-------------------------------------|------------|---|
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.5. | Language Standards  |
| PERFORMANCE<br>STANDARD / MODE      |            | Conventions of Standard English   |
| EXPECTATION /<br>SUBSTRAND          | L.5.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION / PROFICIENCY LEVEL      | L.5.2.a.   | 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  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.2.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   |

| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.2.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 Unit 5: Day 04 What's the Plan? Unit 5: Day 06 Writing and Commas                     |
|-------------------------------------|------------|--|
| FOUNDATION / PROFICIENCY LEVEL      | L.5.2.d.   | 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   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.2.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 |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.5. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Knowledge of Language  |
| EXPECTATION /<br>SUBSTRAND          | L.5.3.     | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| FOUNDATION / PROFICIENCY LEVEL      | L.5.3.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 Revising Part 1 Unit 6: Day 05 Paraphrasing   |
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| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.5. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Vocabulary Acquisition and Use   |
| EXPECTATION /<br>SUBSTRAND          | L.5.4.     | 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.   |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.4.b.   | 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  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.4.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 and to identify alternate word choices in all content areas. CA  WritingCity  • Unit 1: Day 06  Word Choice  • Unit 3b: Day 01  Definitions and Details  • Unit 3b: Day 03  5 Square Paragraphs |
| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.5. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Vocabulary Acquisition and Use   |
| EXPECTATION /<br>SUBSTRAND          | L.5.5.     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.5.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  |
| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.5.b.   | Recognize and explain the meaning of common idioms, adages, and proverbs.  |

| FOUNDATION /<br>PROFICIENCY LEVEL   | L.5.5.c.   | WritingCity  • Unit 5: Day 08 Revising Part 2  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   |
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| CONTENT STANDARD /<br>DOMAIN / PART | CA.CC.L.5. | Language Standards   |
| PERFORMANCE<br>STANDARD / MODE      |            | Vocabulary Acquisition and Use   |
| EXPECTATION / SUBSTRAND             | L.5.6.     | 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).  WritingCity Unit 3a: Day 01 Explanatory Writing Unit 3a: Day 03 Who is Stronger? Unit 3a: Day 07 S Points Unit 3a: Day 08 Revising the End Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 03 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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