## Main Criteria: Colorado Academic Standards (CAS) Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5 Correlation Options: Show Correlated

## Colorado Academic Standards (CAS)

Language Arts

Grade: K - Adopted: 2010

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
		<u>WritingCity</u> • Unit 5: Day 06 Opposites
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)
		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 Sectorese
		Even More Sentences • Unit 3b: Dav 09
		Formal Writing Assessment
		• Unit 5: Day 05
		Color Words Rhymes
CONTENT AREA	CO.K.3.	Writing and Composition

STANDARD	K.3.1.	Text types and purposes, labels, and familiar words are used to communicate information and ideas. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.a.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is). (CCSS: W.K.1) <u>WritingCity</u> • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.b.	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. (CCSS: W.K.2) <u>WritingCity</u> • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Sentence Types • Unit 3b: Day 06 Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.c.	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. (CCSS: W.K.3) <u>WritingCity</u> • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write

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		Unit 2a: Day 03  Drow and Write Part 2
		Draw and Write Part 2
		• Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		Draw and Write Part 4
		• Unit 2a: Day 06
		Draw and Write Part 5
		• Unit 2a: Day 07
		Draw and Write Part 6
		• Unit 2a: Day 08
		Glows and Grows
		• Unit 2a: Day 09
		Find the Glows and Grows
		• Unit 2a: Day 10
		Let's Write
		• Unit 2b: Day 01
		Writing on Your Own
		• Unit 2b: Day 02
		Sharing Your Writing
		• Unit 2b: Day 03
		Keep On Writing
		• Unit 2b: Day 04
		Write On!
		• Unit 2b: Day 05
		Just Keep Writing
		• Unit 2b: Day 06
		Write? Right!
		• Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 5: Day 01
		Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
CONCEPTO AND OVULLO (		
CONCEPTS AND SKILLS /	K.3.1.d.	With guidance and support from adults, respond to questions and
EVIDENCE OUTCOMES		suggestions from peers and add details to strengthen writing as
	IL	needed. (CCSS: W.K.5)

		WritingCity • 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 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.e.	Scoring Research With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) <u>WritingCity</u> • Unit 6: Day 10
		Scoring Research
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a) 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

Draw and Write Part 6 + Unit 22: Day 07 Draw and Write Part 6 + Unit 22: Day 08 Glows and Grows + Unit 22: Day 09 Find the Glows and Grows - Unit 22: Day 10 Let's Write + Unit 22: Day 01 Writing on Your Own + Unit 22: Day 04 Write Odl + Unit 22: Day 04 Write Odl + Unit 22: Day 04 Write Odl + Unit 22: Day 04 Write 78 + Unit 22: Day 05 Just Keep Writing + Unit 22: Day 06 Write? Right + Unit 22: Day 07 Writers RU 05 - Unit 22: Day 09 Socring Writing + Unit 22: Day 09 Socring Writing + Unit 22: Day 09 Socring Writing + Unit 23: Day 09 Socring Writing + Unit 32: Day 00 High Frequency Words - Unit 33: Day 02 High Frequency Words - Unit 33: Day 05 High F	
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Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems	
<ul> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> </ul>	
Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems	
• Unit 5: Day 01 Poems, Poems, Poems	
Poems, Poems, Poems	
• Unit 5: Day 02	• 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
EVIDENCE OUTCOMES	K.3.2.a.ii.	Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
		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
	K 2 2 2 !!!	Color Words Rhymes
EVIDENCE OUTCOMES	K.3.2.a.iii.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
		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

EVIDENCE OUTCOMES	K.3.2.a.iv.	Understand and use question words (interrogatives) (e.g., who,
		what, where, when, why, how). (CCSS: L.K.1d)
		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 09
		State Your Opinion
		Unit 4: Day 10 The Checklist
EVIDENCE OUTCOMES	K.3.2.a.v.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
		WritingCity
		Unit 3a: Day 01
		Word Wall • Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		<ul> <li>Unit 3a: Day 04</li> <li>Even More High Frequency Words</li> </ul>
		• 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
		• Unit 3a: Day 10 The Checklist
EVIDENCE OUTCOMES	K.3.2.a.vi.	
EVIDENCE OUTCOMES	K.3.2.a.vi.	The Checklist Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
EVIDENCE OUTCOMES	K.3.2.a.vi.	The Checklist Produce and expand complete sentences in shared language
EVIDENCE OUTCOMES	K.3.2.a.vi.	The Checklist Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f) <u>WritingCity</u> • Unit 4: Day 08 Your Favorite
EVIDENCE OUTCOMES	K.3.2.a.vi.	The Checklist Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f) <u>WritingCity</u> • Unit 4: Day 08 Your Favorite • Unit 4: Day 09
EVIDENCE OUTCOMES	K.3.2.a.vi.	The Checklist Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f) <u>WritingCity</u> • Unit 4: Day 08 Your Favorite

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- Unit 6: Day 07EVID MORE REVISING Day- Unit 6: Day 08Another Revising Day- Unit 6: Day 10Scoring ResearchEVIDENCE OUTCOMESK.3.2.a.vil.Use proper spacing between words.WritingCity- Unit 1: Day 01Becoming a Writer- Unit 1: Day 02- Unit 1: Day 04Emergent Writer- Unit 1: Day 05Developing Writer- Unit 1: Day 05Developing Writer- Unit 1: Day 06Transitional Writer- Unit 2: Day 01Picture Planning- Unit 2: Day 03Draw and Write- Unit 2: Day 04Draw and Write- Unit 2: Day 05Draw and Write Part 3- Unit 2: Day 04Draw and Write Part 4- Unit 2: Day 05Draw and Write Part 5- Unit 2: Day 06Draw and Write Part 6- Unit 2: Day 07Draw and Write Part 6- Unit 2: Day 08Glows and Grows- Unit 2: Day 04Draw and Write Part 6- Unit 2: Day 05Draw and Write Part 6- Unit 2: Day 04Draw and Write Part 6- Unit 2: Day 05Find the Glows and Grows- Unit 2: Day 04Draw and Write Part 6- Unit 2: Day 05Jour Writing- Unit 2: Day 04Writer 7: Day 04Writer 7: Day 04Draw and Write Part 6- Unit 2: Day 05Jour Writing- Unit 2: Day 05 </td <td></td> <td></td> <td></td>			
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- Unit 6: Day 08 Another Revising Day + Unit 6: Day 10 Scoring ResearchEVIDENCE OUTCOMESK.3.2.a.vii.Use proper spacing between words.WritingCity + Unit 1: Day 01 Becoming a Writer + Unit 1: Day 02 Pre-Writer + Unit 1: Day 03 Early Uniter + Unit 1: Day 04 Early Uniter + Unit 1: Day 05 Day 04 Day 04 Early Uniter + Unit 1: Day 05 Day 04 Day 04 Early Uniter + Unit 2: Day 04 Day 05 Day 04 Day 04 Day 05 Day 04 Day 04 Day 04 Day 05 Day 04 Day 04 Day 04 Day 04 Day 04 Day 05 Day 04 Day 04 Day 04 Day 04 Day 04 Day 04 Day 04 Day 04 Day 05 Day 04 Day 05 Day 04 Day 04 Day 04 Day 05 Day 04 Day 04 <b< td=""><td></td><td></td><td></td></b<>			
Another Revising Day 			•
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<ul> <li>Unit 2a: Day 06</li> <li>Draw and Write Part 5</li> <li>Unit 2a: Day 07</li> <li>Draw and Write Part 6</li> <li>Unit 2a: Day 08</li> <li>Glows and Grows</li> <li>Unit 2a: Day 09</li> <li>Find the Glows and Grows</li> <li>Unit 2a: Day 10</li> <li>Let's Write</li> <li>Unit 2b: Day 01</li> <li>Writing on Your Own</li> <li>Unit 2b: Day 02</li> <li>Sharing Your Writing</li> <li>Unit 2b: Day 03</li> <li>Keep On Writing</li> <li>Unit 2b: Day 04</li> <li>Write On!</li> <li>Unit 2b: Day 05</li> <li>Just Keep Writing</li> <li>Unit 2b: Day 06</li> <li>Write? Right!</li> <li>Unit 2b: Day 07</li> <li>Writers R Us</li> <li>Unit 2b: Day 08</li> <li>The Checklist</li> <li>Unit 2b: Day 09</li> <li>Scoring Writing</li> <li>Unit 2b: Day 01</li> </ul>			• Unit 2a: Day 05
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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 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 2b: Day 09			
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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 3b: Day 01			
<ul> <li>Unit 2a: Day 08</li> <li>Glows and Grows</li> <li>Unit 2a: Day 09</li> <li>Find the Glows and Grows</li> <li>Unit 2a: Day 10</li> <li>Let's Write</li> <li>Unit 2b: Day 01</li> <li>Writing on Your Own</li> <li>Unit 2b: Day 02</li> <li>Sharing Your Writing</li> <li>Unit 2b: Day 03</li> <li>Keep On Writing</li> <li>Unit 2b: Day 04</li> <li>Write On!</li> <li>Unit 2b: Day 05</li> <li>Just Keep Writing</li> <li>Unit 2b: Day 06</li> <li>Write? Right!</li> <li>Unit 2b: Day 07</li> <li>Writers R Us</li> <li>Unit 2b: Day 08</li> <li>The Checklist</li> <li>Unit 2b: Day 09</li> <li>Scoring Writing</li> <li>Unit 2b: Day 09</li> <li>Scoring Writing</li> <li>Unit 2b: Day 09</li> </ul>			
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 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			
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Unit 2b: Day 09     Scoring Writing     Unit 3a: Day 01			
Scoring Writing • Unit 3a: Day 01			
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• Unit 2a: Day 04
Draw and Write Part 3
• Unit 2a: Day 05
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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
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a) 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 Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 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 07 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 09 State Your Opinion • 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	
Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04	
Unit 5: Day 02 More, More, More     Unit 5: Day 03 Poetry Book     Unit 5: Day 04	
More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04	
• Unit 5: Day 03 Poetry Book • Unit 5: Day 04	
• Unit 5: Day 03     Poetry Book     • Unit 5: Day 04	
Poetry Book • Unit 5: Day 04	
• Unit 5: Day 04	
wille a Kilyile	
Unit 5: Day 05	
Color Words Rhymes	
• Unit 5: Day 06	
Opposites	
• Unit 6: Day 06	
More Topics	
• Unit 6: Day 10	
Scoring Research	
EVIDENCE OUTCOMES K.3.2.b.ii. Recognize and name end punctuation. (CCSS: L.K.2b)	
WritingCity	
Unit 3a: Day 06 Time to Write	
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	
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	
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 Beet //	
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 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 6: Day 06 More Topics • Unit 6: Day 10 Scoring Research
EVIDENCE OUTCOMES	K.3.2.b.iii.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) 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 2: Day 01 Picture Planning • Unit 2: Day 01 Picture Planning • Unit 2: Day 02 Draw and Write Part 2 • Unit 2: Day 03 Draw and Write Part 3 • Unit 2: Day 04 Draw and Write Part 3 • Unit 2: Day 05 Draw and Write Part 4 • Unit 2: Day 06 Draw and Write Part 5 • Unit 2: Day 07 Draw and Write Part 6 • Unit 2: Day 08 Glows and Grows • Unit 2: Day 09 Find the Glows and Grows • Unit 2: Day 01 Writing on Your Own • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write Onl • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writer 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
		• 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
	Kaak'	
EVIDENCE OUTCOMES	K.3.2.b.iv.	Spell simple words phonetically, drawing on knowledge of sound-
		letter relationships. (CCSS: L.K.2d)
		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 05 Sentence Types • Unit 3b: Day 06 Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme Unit 5: Day 04 Write a Rhyme
		• Unit 6: Day 10 Scoring Research
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.a.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)
EVIDENCE OUTCOMES	K.4.2.a.iii.	Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.). <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.b.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8) <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02

Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
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# Colorado Academic Standards (CAS)

# Language Arts

# Grade: 1 - Adopted: 2010

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g) 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 05 Fluffy the Cat • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Glows and Grows • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)

EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
		WritingCity • Unit 1: Day 05 People and Events
		Unit 1: Day 06 Things and Places
EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
		WritingCity • Unit 1: Day 05 People and Events
		• Unit 1: Day 06 Things and Places
EVIDENCE OUTCOMES	1.2.4.b.iv.	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. (CCSS: L.1.5d)
		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
CONTENT AREA	CO 1 2	Reading for All Purposes
CONTENT AREA	CO.1.2.	Reading for All Purposes
CONTENT AREA STANDARD	CO.1.2. 1.2.4.	Reading for All Purposes Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
		Understanding word structure, word relationships, and word
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) WritingCity
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6)
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06
STANDARD CONCEPTS AND SKILLS /	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) 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 Writing and Composition
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4. 1.2.4.c.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4. 1.2.4.c. CO.1.3.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) 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 Writing and Composition Exploring the writing process develops ideas for writing texts that
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS /	1.2.4. 1.2.4.c. 0.1.3. 1.3.1.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) 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 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning. Students can: 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. (CCSS: W.1.1) WritingCity
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS /	1.2.4. 1.2.4.c. 0.1.3. 1.3.1.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can: 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). (CCSS: L.1.6) 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 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning. Students can: 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. (CCSS: W.1.1)

		<ul> <li>Unit 4: Day 03</li> <li>Stating your Opinion</li> <li>Unit 4: Day 04</li> <li>Using Prepositions</li> <li>Unit 4: Day 05</li> <li>Adjectives</li> <li>Unit 4: Day 06</li> <li>Reviewing the Focus Skills</li> <li>Unit 4: Day 07</li> <li>Adding Details</li> <li>Unit 4: Day 08</li> <li>Revising with a Peer</li> <li>Unit 4: Day 09</li> <li>Writing with Prepositions</li> <li>Unit 4: Day 10</li> <li>The Best Thing to Do With a Friend</li> <li>Unit 4: Day 11</li> <li>Assessment Writing</li> </ul>
		Unit 4: Day 12 Revising the Assessment Writing
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
		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 05         Planning for Informative Writing         • Unit 3: Day 05         Planning for Informative Writing         • Unit 3: Day 07         Introductory Sentence         • Unit 3: Day 08         Past Tense Verbs         • Unit 3: Day 10         Pronouns         • Unit 3: Day 11         Sarah Went to the Museum         • Unit 3: Day 12         Adding a Conclusion         • Unit 3: Day 13         Planning the Writing Assessment         • Unit 3: Day 14         Informative/Explanatory Writing
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
		WritingCity • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02

Plan and Write
• Unit 2a: Day 03
Topics and Planning
• Unit 2a: Day 04
The Hook
Unit 2a: Day 05
The Doctor's Office
Unit 2a: Day 06
Think About Spacing
Unit 2a: Day 07
Including Characters
• Unit 2a: Day 08
Picture, Plan and Write
• Unit 2a: Day 09
Exclamation!
• Unit 2a: Day 10
Questions?
• Unit 2a: Day 11
Voice Through Humor
• Unit 2a: Day 12
Recounting Events
• Unit 2a: Day 13
The Checklist
Unit 2a: Day 14
Score with a Rubric
• Unit 2b: Day 01
Planning a BME Writing Piece
• Unit 2b: Day 02
Writing a BME Piece
• Unit 2b: Day 03
Thinking about Spelling
• Unit 2b: Day 04
Remembering End Punctuation
• Unit 2b: Day 05
Fluffy the Cat
• Unit 2b: Day 06
Nouns
Unit 2b: Day 07
Glows and Grows
• Unit 2b: Day 08
Temporal Words
• Unit 2b: Day 09
First, Second, Third
• Unit 2b: Day 10
Revising
• Unit 2b: Day 11
Applying the Focus Skills
Unit 2b: Day 12
Revising with a Peer
Unit 2b: Day 13
Revising Questions
• Unit 2b: Day 14
Remembering the Focus Skills
• Unit 2b: Day 15
Writing Assessment
• Unit 5: Day 01
4 Ws
• Unit 5: Day 02
Planning with 4 Ws
• Unit 5: Day 03
Revising a Peer's 4 W Piece
• 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)
		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     Dublishing and Charing
		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 Assessment Writing
		Assessment Writing • Unit 6: Day 08
		Finishing the Assessment
		Unit 6: Day 09     Answering the Boyleting Question
		Answering the Revising Question • Unit 6: Day 10
		Editing Checklist
CONCEPTS AND SKILLS /	1.3.1.f.	With guidance and support from adults, use a variety of digital tools
EVIDENCE OUTCOMES		to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)
		WritingCity
		Unit 6: Day 10
		Editing Checklist
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
h		

	1220:	Print all upper and lowercose latters (CCCC) 1.4.4a)
EVIDENCE OUTCOMES	1.3.2.a.i.	Print all upper- and lowercase letters. (CCSS: L.1.1a)
		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
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
		WritingCity
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08
		Temporal Words
		• Unit 2b: Day 09
		First, Second, Third
		• Unit 2b: Day 11
		Applying the Focus Skills
		• Unit 2b: Day 12
		Revising with a Peer
		• Unit 2b: Day 13
		Revising Questions
		• Unit 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 12
		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 6: Day 01
		"How To"
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic
		sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
		WritingCity
		• Unit 3: Day 11
		Sarah Went to the Museum
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 09
		Writing with Prepositions

		<ul> <li>Unit 4: Day 10</li> <li>The Best Thing to Do With a Friend</li> <li>Unit 4: Day 11</li> <li>Assessment Writing</li> </ul>
EVIDENCE OUTCOMES	1.3.2.a.iv.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d) WritingCity • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
EVIDENCE OUTCOMES	1.3.2.a.v.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e) 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 10 The Best Thing to Do With a Friend • 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 08 Finishing the Assessment

EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
	1.5.2.a.vi.	Use frequently occurring adjectives. (0000. E.T.T.)
		WritingCity
		• Unit 4: Day 05
		Adjectives
		Unit 4: Day 06     Bouissing the Focus Skills
		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
EVIDENCE OUTCOMES	1.3.2.a.vii.	Use frequently occurring conjunctions (e.g., and, but, or, so,
		because). (CCSS: L.1.1g)
		Whiting City
		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
EVIDENCE OUTCOMES	1.3.2.a.viii.	Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)
		WritingCity
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
EVIDENCE OUTCOMES	1.3.2.a.ix.	Use frequently occurring prepositions (e.g., during, beyond,
		toward). (CCSS: L.1.1i)
		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 Post Thing to Do With a Friend
		The Best Thing to Do With a Friend <ul> <li>Unit 4: Day 11</li> </ul>
		Assessment Writing
	4.2.2.0	
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to
		prompts. (CCSS: L.1.1j)
	11	prompto. (0000. E. 1. 1)/

CONTENT AREA	CO.1.3.	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         Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.ii.	Capitalize dates and names of people. (CCSS: L.1.2a) 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 3: Day 05 Fluffy the Cat • Unit 3: Day 05 Fluffy the Cat • 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 14 Informative/Explanatory Writing • Unit 3: Day 01 Planning the Writing Assessment • Unit 3: Day 01 Planning the Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Introductory Bots Planning with 4 Ws • Unit 5: Day 07 Planning with 4 Ws

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		• Unit 5: Day 08
		The Editing Checklist • Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 02
		The "How To" Plan
EVIDENCE OUTCOMES	1.3.2.b.iii.	Use end punctuation for sentences. (CCSS: L.1.2b)
EVIDENCE OUTCOMES	1.3.2.0.111.	ose end punctuation for sentences. (CCSS. L.1.20)
		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 Spolling
		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 <ul> <li>Unit 4: Day 10</li> </ul>
		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
EVIDENCE OUTCOMES	1.3.2.b.iv.	Use commas in dates and to separate single words in a series.
		(CCSS: L.1.2c)
		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
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	1	The Ultra Tell Disc
		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
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns
		and for frequently occurring irregular words. (CCSS: L.1.2d)
		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
		• 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 Spalling
		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
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EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic
		awareness and spelling conventions. (CCSS: L.1.2e)
		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
		• 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

Colorado Academic Standards (CAS) Language Arts Grade: 2 - Adopted: 2010

CONTENT AREA	CO.2.2.	Reading for All Purposes

STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e) 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 AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.a.	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. (CCSS: W.2.1) WritingCity • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words • 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 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: Revising and Editing Formal Writing Assessment: Revising and Editing
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	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. (CCSS: W.2.3) 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

	N · N · N · N · N · N · N · N · N · N ·	Unit 2: Day 01 arrative Writing: BME Unit 2: Day 02 arrative Writing: Past Tense Verbs Unit 2: Day 03 arrative Writing: Review Focus Skills Unit 2: Day 05 arrative Writing: Revising by Adding Details Unit 2: Day 06 arrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 07 arrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 07 arrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 07 arrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 07 arrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 09 arrative Writing: Temporal Words Day 1 Unit 2: Day 09 arrative Writing: Temporal Words Day 2 Unit 2: Day 11 arrative Writing: Formal Writing Assessment Day 1 Unit 2: Day 12 arrative Writing: Formal Writing Assessment Day 2 Unit 5: Day 01 lanning with a Story Strip Day 1 Unit 5: Day 02 Unit 5: Day 03 /riting in the Past Tense Day 1 Unit 5: Day 03 /riting in the Past Tense and Using Plural Nouns Unit 5: Day 05 djectives Unit 5: Day 06 ossessive and Plural Nouns Unit 5: Day 09 ormal Writing Assessment: Planning Unit 5: Day 10 ormal Writing Assessment: Revising Unit 5: Day 12
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.e. W <u>M</u> TT N R R F G F G F G G G G G G G G G G G G G	sing Temporal Words /rite with precise nouns, active verbs, and descriptive adjectives. /ritingCity Unit 1: Day 04 raits: Voice Unit 2: Day 07 arrative Writing: Adjectives and Adverbs Unit 3a: Day 05 levising to Add Adjectives and Adverbs Unit 3a: Day 06 levising Checklist Unit 3a: Day 09 /rite Informative Text Part 2 Unit 3a: Day 09 /rite Informative Text Part 2 Unit 3a: Day 05 djectives Unit 5: Day 05 djectives Unit 5: Day 06 ossessive and Plural Nouns Unit 5: Day 07 levising to Add Adjectives and Details Unit 5: Day 09 ormal Writing Assessment: Planning Unit 5: Day 10 ormal Writing Assessment

CONTENT AREA	CO.2.3.	<ul> <li>Unit 6: Day 03</li> <li>Adjectives</li> <li>Unit 6: Day 04</li> <li>Alliteration with Adjectives &amp; Adverbs</li> <li>Unit 6: Day 08</li> <li>Formal Writing Assessment Part 1</li> <li>Unit 6: Day 09</li> <li>Formal Writing Assessment Part 2</li> <li>Unit 6: Day 10</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>Writing and Composition</li> </ul>
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	simple informational texts. Students can: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2) WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising to Add Adjectives and Adverbs • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3b: Day 11 Formal Writing Assessment: Plan • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing a Conclusion • 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

		<ul> <li>Unit 3b: Day 15</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>Unit 3b: Day 17</li> <li>Formal Writing Assessment: Publishing</li> <li>Unit 6: Day 06</li> <li>4 Paragraph Planning SheetPart 1</li> <li>Unit 6: Day 07</li> <li>4 Paragraph Planning SheetPart 2</li> <li>Unit 6: Day 08</li> <li>Formal Writing Assessment Part 1</li> <li>Unit 6: Day 09</li> </ul>
		Formal Writing Assessment Part 2
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a) <u>WritingCity</u> • 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
EVIDENCE OUTCOMES	2.3.3.a.ii.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b) <u>WritingCity</u> • 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
EVIDENCE OUTCOMES	2.3.3.a.iii.	Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c) 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

		<ul> <li>Unit 4: Day 09</li> <li>Revising and Editing</li> </ul>
		• Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment <ul> <li>Unit 4: Day 13</li> </ul>
		Formal Writing Assessment: Revising and Editing
EVIDENCE OUTCOMES	2.3.3.a.iv.	Form and use the past tense of frequently occurring irregular verbs
		(e.g., sat, hid, told). (CCSS: L.2.1d)
		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
EVIDENCE OUTCOMES	2.3.3.a.v.	Use adjectives and adverbs, and choose between them depending
		on what is to be modified. (CCSS: L.2.1e)
		WritingCity
		• Unit 1: Day 04
		Traits: Voice
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs <ul> <li>Unit 3a: Day 05</li> </ul>
		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 Earmal Writing Accordment Part 2
		Formal Writing Assessment Part 2 <ul> <li>Unit 6: Day 10</li> </ul>
		Formal Writing Assessment: Revising and Editing
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EVIDENCE OUTCOMES	2.3.3.a.vii.	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). (CCSS: L.2.1f) <u>WritingCity</u> • 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 07 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
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06 Possessive and Plural Nouns
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.i.	Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a) 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

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		Formal Writing Assessment - Part 2
		Unit 3b: Day 15     Formal Writing Association and Editing
		Formal Writing Assessment: Revising and Editing
EVIDENCE OUTCOMES	2.3.3.b.ii.	Use commas in greetings and closings of letters. (CCSS: L.2.2b) 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
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c) 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 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 10 Formal Writing Assessment: Planning
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d) 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
EVIDENCE OUTCOMES	2.3.3.b.v.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e) <u>WritingCity</u> • Unit 3b: Day 09 Planning

CONTENT AREA	CO.2.3.	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 Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.c.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5) 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 04 Writing 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 06 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 09 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 13 Scoring with a Rubric • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing a Conclusion • 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 Planning a 2 Paragraph Piece • Unit 3b: Day 08 Revising with a Checklist

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

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.d.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6) <u>WritingCity</u> • 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 AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.1.	Reference materials help us locate information and answer questions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.e.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8) <u>WritingCity</u> • 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 13 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 07 4 Paragraph Planning SheetPart 2

## Colorado Academic Standards (CAS)

Language Arts

## Grade: 3 - Adopted: 2010

CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD		Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	3.2.1.a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)

		WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
EVIDENCE OUTCOMES	3.2.1.a.iii.	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. (CCSS: RL.3.2)
		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
EVIDENCE OUTCOMES	3.2.1.a.iv.	Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays <u>WritingCity</u> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
EVIDENCE OUTCOMES	3.2.1.a.v.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3) <u>WritingCity</u> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	3.2.1.b.i.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4) <u>WritingCity</u> • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
EVIDENCE OUTCOMES	3.2.1.b.iii.	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

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		sections. (CCSS: RL.3.5)
		WritingCity
		• Unit 5: Day 18
		Activate Thinking in Traditional Literature
EVIDENCE OUTCOMES	3.2.1.b.iv.	Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)
		WritingCity • Unit 2: Day 18
		Writers Respond to Questions and Prompts
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	3.2.1.c.ii.	Summarize central ideas and important details from literary text
		WritingCity • Unit 5: Day 18
		Activate Thinking in Traditional Literature <ul> <li>Unit 5: Day 19</li> </ul>
		Responses to Text: Comparing Morals • Unit 5: Day 20
		Responses to Text: Comparing Morals
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	3.2.1.d.i.	at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)
		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 AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	3.2.2.a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)
		WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
		Unit 3b: Day 17 Scoring a Response
		<ul> <li>Unit 3b: Day 18</li> <li>Scoring a Response</li> <li>Unit 4: Day 12</li> </ul>
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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 LetterEVIDENCE OUTCOMES3.2.2.a.ii.Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)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	UTCOMES 3.2.2.6
Response to Text- Comparing Two Texts         • Unit 4: Day 14         Response to Text- A Persuasive Letter         EVIDENCE OUTCOMES         3.2.2.a.ii.         Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)         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	UTCOMES 3.2.2.a
EVIDENCE OUTCOMES       3.2.2.a.ii.       Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)         WritingCity <ul> <li>Unit 3b: Day 16</li> <li>Vocabulary in a Text</li> <li>Unit 3b: Day 17</li> <li>Scoring a Response</li> <li>Unit 3b: Day 18</li> <li>Scoring a Response</li> <li>Unit 4: Day 12</li> </ul>	UTCOMES 3.2.2.a
EVIDENCE OUTCOMES       3.2.2.a.ii.       Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)         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	UTCOMES 3.2.2.
explain how they support the main idea. (CCSS: RI.3.2) 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	010011120
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	
Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12	
Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 12	
• Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12	
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 AREA CO.3.2. Reading for All Purposes	
STANDARD       3.2.2.       Comprehension strategies are necessary when reading informational or persuasive text. Students can:	3.2.2.
CONCEPTS AND SKILLS / 3.2.2.b. Use Craft and Structure to: EVIDENCE OUTCOMES	
EVIDENCE OUTCOMES 3.2.2.b.i. Determine the meaning of general academic and domain-specific	UTCOMES 3.2.2.1
words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)	
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	
EVIDENCE OUTCOMES 3.2.2.b.ii. Use text features and search tools (e.g., key words, sidebars,	UTCOMES 3.2.2.
hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	
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 AREA CO.3.2. Reading for All Purposes	REA CO.3.
STANDARD 3.2.2. Comprehension strategies are necessary when reading	
informational or persuasive text. Students can:	
CONCEPTS AND SKILLS /       3.2.2.c.       Use Integration of Knowledge and Ideas to:         EVIDENCE OUTCOMES       Image: state s	
EVIDENCE OUTCOMES 3.2.2.c.i. Use information gained from illustrations (e.g., maps, photograph and the words in a text to demonstrate understanding of the text	UTCOMES
(e.g., where, when, why, and how key events occur). (CCSS: RI.3.	UTCOMES
WritingCity	UTCOMES

	• Unit 3b: Day 15
	3-2-1- Highlight! • Unit 3b: Day 16
	Vocabulary in a Text
3.2.2.c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
	WritingCity • Unit 4: Day 12
	Response to Text- A Taste of Two
3.2.2.c.iii.	Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)
	WritingCity • Unit 4: Day 13 Response to Text- Comparing Two Texts
CO.3.2.	Reading for All Purposes
3.2.2.	Comprehension strategies are necessary when reading
	informational or persuasive text. Students can:
3.2.2.d.	Use Range of Reading and Complexity of Text to:
3.2.2.d.i.	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 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
	WritingCity • Unit 4: Day 12
	Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
CO 2 2	Reading for All Purposes
	Increasing word understanding, word use, and word relationships
	increases vocabulary. Students can:
3.2.3.c.	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. (CCSS: L.3.4)
3.2.3.c.v.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)
	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
CO.3.2	Reading for All Purposes
CO.3.2. 3.2.3.	Reading for All Purposes Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
	3.2.2.c.iii.         3.2.2.         3.2.2.         3.2.2.d.         3.2.2.d.i.         3.2.2.d.i.         3.2.3.         3.2.3.c.

CONTENT AREA	CO.3.2.	WritingCity         • Unit 3b: Day 05         Voice and Word Choice         • Unit 3b: Day 08         Uno, Dos, Traits         Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.e.	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). (CCSS: L.3.6) WritingCity Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 14 Special Place • Unit 3a: Day 11 Special Place • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 05 Voice and Word Choice • 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 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 13 Scoring a Response • Unit 4: Day 7 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 16 Voceabulary in a Text • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 05 Action Words • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.1.	A writing process is used to plan, draft, and write a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.1.a.	Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)

EVIDENCE OUTCOMES	3.3.1.a.i.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a) <u>WritingCity</u> • Unit 4: Day 01
		Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05
		5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08
		Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
EVIDENCE OUTCOMES	3.3.1.a.ii.	Provide reasons that support the opinion. (CCSS: W.3.1b) <u>WritingCity</u> • Unit 3a: Day 01
		Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04
		Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize
		• Unit 3a: Day 10     Teacher Modeling and Planning     • Unit 3a: Day 11     Special Place
		<ul> <li>Unit 3a: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 3a: Day 13</li> <li>Editing and Scoring</li> </ul>
		<ul> <li>Unit 3b: Day 03</li> <li>Facts, Definitions, and Details</li> <li>Unit 3b: Day 04</li> <li>Linking and Transition Words</li> <li>Unit 3b: Day 05</li> </ul>
		<ul> <li>Voice and Word Choice</li> <li>Unit 3b: Day 07</li> <li>Revisiting Conclusions</li> <li>Unit 3b: Day 09</li> </ul>
		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

		Quided Netes Jaumed
		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
EVIDENCE OUTCOMES	3.3.1.a.iii.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c) 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
EVIDENCE OUTCOMES	3.3.1.a.iv.	Provide a concluding statement or section. (CCSS: W.3.1d) <u>WritingCity</u> • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.1.	A writing process is used to plan, draft, and write a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.1.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)
EVIDENCE OUTCOMES	3.3.1.b.i.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a) 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 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

EVIDENCE OUTCOMES       3.3.1.b.il.       Use of trains to be the second of the			How to Bait a Reader
+ Unit 2: Day 12         Writing From Experience         + Unit 2: Day 14         Revising-Glows and Grows         + Unit 5: Day 02         What is a Fable?         + Unit 5: Day 03         Planning Wheels         + Unit 5: Day 03         Planning Wheels         + Unit 5: Day 04         Fable Planning: Talk it Out         + Unit 5: Day 05         Fable Planning: Talk it Out         + Unit 5: Day 04         Unit 5: Day 12         Score, Plan, R Tansition Words         + Unit 5: Day 13         Score, Plan, R Writel         - Unit 5: Day 14         Formal Writing Assessment         EVIDENCE OUTCOMES         3.3.1.b.il.         Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)         Writing-City         • Unit 2: Day 02         6 Traits: Voice         • Unit 2: Day 04         6 Traits: Voice         • Unit 2: Day 04         6 Traits: Voice         • Unit 2: Day 04         Using Dialogue to Develop Characters         • Unit 2: Day 04         Using Dialogue to Develop Characters			
Writing From Experience <ul> <li>Unit 2: Day 04</li> <li>Revising-Glows and Grows                 <ul> <li>Unit 5: Day 02</li> <li>What is a Fable?</li> <li>Unit 5: Day 03</li> <li>Planning Wheels</li></ul></li></ul>			Catchy Closures
• Unit 2: Day 14         Revising-Glows and Grows         • Unit 2: Day 02         What is a Fable?         • Unit 5: Day 03         Planning Wheels         • Unit 5: Day 04         • Unit 5: Day 05         • Unit 5: Day 06         Fable Beginnings         • Unit 5: Day 08         • Unit 5: Day 14         Score, Plan, & Writel         • Unit 5: Day 14         • Score, Plan, & Writel         • Unit 5: Day 14         • Graits: Goze and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)         WritingCity         • Unit 1: Day 04         6 Traits: Ideas         • Unit 2: Day 03         Dialogue-Detail         • Unit 2: Day 04         Using Dialogue-Detail         • Unit 2: Day 05         Writing with Emotion         • Unit 5: Day 02         What is a Fable?         • Unit 5: Day 04         Voice         • Unit 5: Day 05         Writing Vitting Assessment         • Unit 5: Day 06         Moral of t			
Revising-clows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 03 Planning Wheels • Unit 5: Day 03 Fable Beginnings • Unit 5: Day 04 Fable Planning: Talk it Out • Unit 5: Day 05 EVIDENCE OUTCOMES3.3.1.b.ii.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)EVIDENCE OUTCOMES3.3.1.b.ii.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)Writing City • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 • Taits: Voice • Unit 2: Day 04 • Traits: Voice • Unit 2: Day 04 • Unit 3: Day 04 • Traits: Voice • Unit 3: Day 04 • Traits: Voice • Unit 3: Day 04 • Traits: Voice • Unit 3: Day 04 • Unit 3: Day 04 • Traits: Voice • Unit 3: Day 04 • Unit 3: Day 05 • Moral of the Lesson • Unit 3: Day 16 • Revising Fables • Unit 1: Day 03 • Traits: Unit 1: Day 03 • Traits: Unit 1: Day 03 • Trai			
• 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 Beginnings         • Unit 5: Day 08         • Fable Pagnings         • Unit 5: Day 08         • Unit 5: Day 08         • Unit 5: Day 08         • Unit 5: Day 11         Score, Plan, A Traikt         • Unit 5: Day 14         • Formal Writing Assessment         EVIDENCE OUTCOMES         3.3.1.b.ii.         Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)         WritingCity         • Unit 1: Day 04         • Traits: Ideas         • Unit 2: Day 04         Writing with Emotion         • Unit 2: Day 04         Writing with Emotion         • Unit 3: Day 04         Writing with Emotion         • Unit 3: Day 04         Writing with Emotion         • Unit 3: Day 04         Writing with Emotion         • Unit 5: Day 04         Writing with Emotion         • Unit 5: Day 04         Wor			
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• Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Boginnings • Unit 5: Day 08 Fable Boginnings Talk It Out • Unit 5: Day 08 • Unit 5: Day 08 • Unit 5: Day 11 Score, Plan, & Talkl • Unit 5: Day 13 Score, Plan, & Talkl • Unit 5: Day 14EVIDENCE OUTCOMES3.3.1.b.ii.UBS dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)WritingCity • Unit 1: Day 04 • Trait: Ideas • Unit 2: Day 04 Using Dialogue-Dotall • Unit 2: Day 04 • Unit 3: Day 04 • Unit 3: Day 04 • Unit 3: Day 04 • Unit 2: Day 04 • Unit 5: Day 04 • Unit 5: Day 04 • Unit 5: Day 04 • Unit 2: Day 04 • Unit 2: Day 04 • Unit 5: Day			
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• Unit 1: Day 04         6 Traits: Voice         • Unit 2: Day 03         Dialogue=Detail         • Unit 2: Day 04         Using Dialogue to Develop Characters         • Unit 2: Day 06         Writing with Emotion         • Unit 3: Day 04         Voice         • Unit 3: Day 04         Voice         • Unit 3: 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 16         Revising Fables         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         W.3c)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Day 14			
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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         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         W.3c)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
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 16         Revising Fables         • Unit 1: Day 16         Revising Fables         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Ideas         • Unit 2: Day 04			Writing with Emotion
• 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 16         Revising Fables         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: 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 16         EVIDENCE OUTCOMES       3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 2: Day 04			
• 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 FablesEVIDENCE OUTCOMES3.3.1.b.iii.Use temporal words and phrases to signal event order. (CCSS: W.3c)WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04			
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 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
• 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 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
Moral of the Lesson         • Unit 5: Day 14         Formal Writing Assessment         • Unit 5: Day 15         Scoring Fables         • Unit 5: Day 16         Revising Fables         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
• Unit 5: Day 14         Formal Writing Assessment         • Unit 5: Day 15         Scoring Fables         • Unit 5: Day 16         Revising Fables         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         W.3c)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
Formal Writing Assessment         • Unit 5: Day 15         Scoring Fables         • Unit 5: Day 16         Revising Fables         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         W.3c)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
• Unit 5: Day 15         Scoring Fables         • Unit 5: Day 16         Revising Fables         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         W.3c)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
Scoring Fables         • Unit 5: Day 16         Revising Fables         EVIDENCE OUTCOMES         3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:         W.3c)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • Unit 2: Day 04			
Revising Fables         EVIDENCE OUTCOMES       3.3.1.b.iii.       Use temporal words and phrases to signal event order. (CCSS: W.3c)         WritingCity       • Unit 1: Day 02       6 Traits: Ideas         • Unit 1: Day 03       6 Traits: Organization       • Unit 2: Day 04			Scoring Fables
EVIDENCE OUTCOMES           3.3.1.b.iii.         Use temporal words and phrases to signal event order. (CCSS:           W.3c)         WritingCity           • Unit 1: Day 02         6 Traits: Ideas           • Unit 1: Day 03         6 Traits: Organization           • Unit 2: Day 04         • Unit 2: Day 04			
W.3c) WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04			Revising Fables
WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04	EVIDENCE OUTCOMES	3.3.1.b.iii.	
<ul> <li>Unit 1: Day 02</li> <li>6 Traits: Ideas</li> <li>Unit 1: Day 03</li> <li>6 Traits: Organization</li> <li>Unit 2: Day 04</li> </ul>			W.3c)
<ul> <li>Unit 1: Day 02</li> <li>6 Traits: Ideas</li> <li>Unit 1: Day 03</li> <li>6 Traits: Organization</li> <li>Unit 2: Day 04</li> </ul>			WritingCity
6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04			
Unit 1: Day 03     G Traits: Organization     Unit 2: Day 04			
6 Traits: Organization • Unit 2: Day 04			
• Unit 2: Day 04			
			• Unit 2: Day 04
			Using Dialogue to Develop Characters

EVIDENCE OUTCOMES	3.3.1.b.iv.	<ul> <li>Unit 2: Day 05</li> <li>Sequencing and Linking Words</li> <li>Unit 2: Day 06</li> <li>Writing with Emotion</li> <li>Unit 2: Day 07</li> <li>Writing the Whole Story</li> <li>Unit 2: Day 08</li> <li>Planning</li> <li>Unit 2: Day 09</li> <li>How to Bait a Reader</li> <li>Unit 2: Day 10</li> <li>Catchy Closures</li> <li>Unit 2: Day 12</li> <li>Writing From Experience</li> <li>Unit 2: Day 14</li> <li>RevisingGlows and Grows</li> <li>Unit 5: Day 03</li> <li>Planning Wheels</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 12</li> <li>Score, Plan, &amp; Talk!</li> <li>Unit 5: Day 14</li> <li>Formal Writing Assessment</li> <li>Provide a sense of Closure. (CCSS: W.3.3d)</li> </ul>
		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 AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.2.	A writing process is used to plan, draft, and write a variety of informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)
EVIDENCE OUTCOMES	3.3.2.a.i.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03

		Narrative vs. Non-Narrative • Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 06
		Paragraphs and Linking Words
		• Unit 3a: Day 10
		Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place • Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 02
		Becoming Experts
		• Unit 3b: Day 03
		Facts, Definitions, and Details
		• Unit 3b: Day 06
		Introductions • Unit 3b: Day 09
		Planning Sheets
		• 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
EVIDENCE OUTCOMES	3.3.2.a.ii.	State main ideas and include sufficient details or facts for
	J.J.Z.a.II.	appropriate depth of information (naming, describing, explaining,
		comparing, use of visual images)
		WritingCity
		• Unit 3a: Day 01
		Informational Writing • Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		Unit 3a: Day 10 Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
1		Revising with A.R.W.O.
		• Unit 3a: Day 13

		Facto Definitions and Details
		Facts, Definitions, and Details • Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets <ul> <li>Unit 3b: Day 10</li> </ul>
		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     Cuided Nates, Journal
		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
The second s		Scoring with a Rubric
		Scoring with a Rubric
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS:
EVIDENCE OUTCOMES	3.3.2.a.iii.	
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS:
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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.
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • 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
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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.
EVIDENCE OUTCOMES	3.3.2.a.iii.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) 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 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • 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 03
		Facts, Definitions, and Details
		• Unit 3b: Day 04
		Linking and Transition Words
		Unit 3b: Day 05 Value and Word Chains
		Voice and Word Choice
		Unit 3b: Day 06 Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing • Unit 6: Day 14
		Scoring with a Rubric
EVIDENCE OUTCOMES	3.3.2.a.iv.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)
		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

EVIDENCE OUTCOMES	3.3.2.a.v.	Provide a concluding statement or section. (CCSS: W.3.2d)
		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 AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 05 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 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 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21

Read, Reread, Respond and Score
• Unit 3a: Day 01
Informational Writing
• Unit 3a: Day 05
Introductions and Topic Sentences
• Unit 3a: Day 11
Special Place
• Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 01
Persuasion Game
• Unit 4: Day 02
What is Opinion Writing?
• Unit 4: Day 04
What's Your Opinion?
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 06
Mini Stories Support Your Thesis
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
• Unit 5: Day 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

Clows and Grows         • Unit 6: Day 06         5 Square Planning Sheet         • Unit 6: Day 10         Ready, Set, Writel         • Unit 6: Day 11         Just Keep Writing         • Unit 6: Day 12         Revising Ears         • Unit 6: Day 12         Revising Ears         • Unit 6: Day 14         Scoring with a Rubric         CONCEPTS AND SKILLS /         S.3.3.b.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.         (CCSS: W.3.5)         WritinaCity         • Unit 1: Day 01         Getting Ready for Write: Topics         • Unit 2: Day 06         Getting Ready for Write: Topics         • 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 01         How to Bait a Reader         • Unit 2: Day 15         Concerse Writing         • Unit 2: Day 15         Concerse Writing         • Unit 2: Day 15         Concerse Writing         • Unit 2: Day 16			
• Unit 6: Day 08         S Square Planning Sheet         • Unit 6: Day 10         Ready, Sat, Writel         • 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         CONCEPTS AND SKILLS /         Strengthon Ma Rubric         CONCEPTS AND SKILLS /         Strengthon writing as needed by planning, revising, and editing.         (CCSS: W3.5)         WritingCity         Unit 1: Day 01         Getting Ready to Write: Topics         Unit 1: Day 01         Getting Ready for Writing         • Unit 2: Day 03         Haming         • Unit 2: Day 04         Forming The Strengthon         • Unit 2: Day 04         Flanning         • Unit 2: Day 05         Flanning         • Unit 2: Day 08			• Unit 6: Day 07
S Square Planning Sheet         • Unit 6: Day 10         Ready, Set, Writel         • 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         CONCEPTS AND SKILLS /         S13.3.b.         WritingClaw and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)         WritingCliv         * Unit 1: Day 01         Getting Ready for Writing         • Unit 2: Day 07         Writing throw for Writing         • Unit 2: Day 08         Planning         • Unit 2: Day 11         The 6 Traits Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 14         Writing From Experience         • Unit 2: Day 15         Editing -Glows and Grows         • Unit 2: Day 16         Intro to Respond and Grore			
<ul> <li>Unit 6: Day 10         <ul> <li>Virtei</li> <li>Ready, Sat, Writei</li> <li>Unit 6: Day 11             <ul></ul></li></ul></li></ul>			
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<ul> <li>- 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</li> <li>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</li></ul>			
Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Classes • Unit 6: Day 14 Scoring with a RubricCONCEPTS AND SKILLS / EVIDENCE OUTCOMES3.3.3.b.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)CONCEPTS AND SKILLS / Unit 1: Day 04 Getting Ready to Write: Topics • Unit 1: Day 04 Getting Ready to Write: Topics • Unit 1: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Writing From Experience 			
• Unit 6: Day 12         Revising Ears         • Unit 6: Day 13         Editing Glasses         • Unit 6: Day 14         Scoring with a Rubric         CONCEPTS AND SKILLS / EVIDENCE OUTCOMES         3.3.3.b.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: w. 3.5)         WritingCity         • Unit 1: Day 01         Getting Ready to Write: Topics         • Unit 2: Day 07         Writingthe Whole Story         • Unit 2: Day 08         Planning         • Unit 2: Day 08         Planning         • Unit 2: Day 01         Writing the Whole Story         • Unit 2: Day 04         Writing From Experience         • Unit 2: Day 11         The 6 Traits Rubric         • Unit 2: Day 18         Writing Respond to Questions and Prompts         • Unit 2: Day 19         Writers Respond and Score         • Unit 2: Day 21         Read, Reread, Respond and Score         • Unit 2: Day 20         Read, Reread, Reread, Respond and Score         • Unit 3: Day 04         Voice         • Unit 3: Day 05         Introductions			
Revising Ears         Unit 6: Day 13         Editing Glasses         Unit 6: Day 14         Scoring with a Rubric         CONCEPTS AND SKILLS /         3.3.3.b.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)         WritingCity         Unit 6: Day 04         Getting Ready to Write: Topics         Unit 1: Day 01         Getting Ready to Write: Topics         Unit 1: Day 02         Getting Ready to Write: Topics         Unit 2: Day 03         Hard Write: Topics         Unit 2: Day 04         Writing the Whole Story         Unit 2: Day 09         How to Bait a Reader         Unit 2: Day 10         The 6 Traits Rubric         Unit 2: Day 11         The 6 Traits Rubric         Unit 2: Day 13         Scoring with a Rubric         Unit 2: Day 14         Writing From Experience         Unit 2: Day 15         Editing-Glows and Grows         Unit 2: Day 16         Intro to Response Writing         Unit 2: Day 18         Writers Respond and Score         Unit 3: Day 04         <			
• Unit 6: Day 13         Editing Glasses         • Unit 6: Day 14         Scoring with a Rubric         CONCEPTS AND SKILLS /         EVIDENCE OUTCOMES         0.3.3.b.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)         WritingCity         • Unit 1: Day 01         Getting Ready for Writing         • Unit 2: Day 08         Getting Ready for Writing         • Unit 2: Day 09         How to Bait a Reader         • Unit 2: Day 09         How to Bait a Reader         • Unit 2: Day 11         The 6 Traits Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 14         The 6 Traits Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 14         The 6 Traits Rubric         • Unit 2: Day 14         The 6 Traits Rubric         • Unit 2: Day 14         Scoring with a Rubric         • Unit 2: Day 14         The 6 Traits Rubric         • Unit 2: Day 14         Betting - Glows and Grows         • Unit 2: Day 19			
Editing Classes         - Unit 6: Day 14         Scoring with a Rubric         CONCEPTS AND SKILLS /         EVIDENCE OUTCOMES         3.3.3.b.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)         WritingCity         • Unit 1: Day 01         Getting Ready to Write: Topics         • Unit 1: Day 03         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 10         How to Bait a Reader         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 14         The 6 Traits Rubric         • Unit 2: Day 15         Editing -Glows and Grows         • Unit 2: Day 14         Rubric         • Unit 2: Day 13         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Respond and Score         • Unit 3: Day 04         Writers Read, Respond and Score			
• Unit G: Day 14 Scoring with a Rubric         CONCEPTS AND SKILLS / EVIDENCE OUTCOMES       3.3.3.b.       With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)         WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 08 Getting Ready for Writing • Unit 2: Day 08 Planning • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Writing From Experience • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Off to the RACES • Unit 12: Day 14 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Writing From Experience • Unit 2: Day 13 Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Unit 2: Day 14 Off to the RACES • Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Unit 2: Day 14 Unit 2: Day 14 Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Writing From Experience • Unit 2: Day 14 Writing From Experience • Unit 3: Day 10 Read, Reread, Respond and Score • Unit 3: Day 10 Narrative vs. Non-Narrative • Unit 3: Day 10 Reacher Modeling and Planning • Unit 3: Day 10 Reacher Modeling and Planning • Unit 3: Day 14 Writis Day 14			
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CONCEPTS AND SKILLS /       3.3.3.b.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)         WritingCity         • Unit 1: Day 01         Getting Ready to Write: Topics         • Unit 2: Day 07         WritingHe 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 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 14         Writers Response Writing         • Unit 2: Day 19         Buling the Checklist         • Unit 2: Day 19         Withers Respond and Score         • Unit 3: Day 12         Read, Reread, Respond and Score         • Unit 3: Day 04         Voice         • Unit 3: Day 04         Voice         • Unit 3: Day 12			
EVIDENCE OUTCOMES strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) Writing Ready to Write: Topics • Unit 1: Day 01 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Writing From Experience • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Writing -Glows and Grows • Unit 2: Day 15 EditingGlows and Grows • Unit 2: Day 16 Unit 2: Day 17 Off to the RADCES • Unit 2: Day 18 Writers Respond and Score • Unit 2: Day 19 Using the Checklist • Unit 2: Day 01 Read, Reread, Respond and Score • Unit 3: Day 13 Narrative vs. Non-Narrative • Unit 3:: Day 03 Narrative vs. Non-Narrative • Unit 3:: Day 04 Narrative modeling and Planning • Unit 3:: Day 14			
(CCSS: W.3.5) WritingCity • Unit 1: Day 01 Getting Ready for Writing • Unit 1: Day 07 Writing Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 The 6 Traits Rubric • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Chacklist • Unit 2: Day 10 Writers Respond and Score • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 20 Read, Reread, Respond and Score • Unit 3: Day 04 Narrative vs. Non-Narrative • Unit 3: Day 05 Introductions and Topic Sentences • Unit 3: Day 06 Introductions and Topic Sentences • Unit 3: Day 07 Score and Brainstorm • Unit 3: Day 10 Teacher Modeling and Planning • Unit 3: Day 10 Feacher Modeling and Planning • Unit 3: Day 10 Feacher Modeling and Planning • Unit 3: Day 10 Feacher Modeling and Planning • Unit 3: Day 14 Editing and Scoring • Unit 3: Day 14 • Unit 3: Day 14 • Unit 3: Day 14 • Unit 3: Day 10 • Unit 3: Day 14 • Unit 3: Day 15 • Unit 3: Day 14 • Unit 3: Day 14 • Unit 3: Day 14 • Un		3.3.3.b.	
WritingCity         • Unit 1: Day 01         Getting Ready for Writing         • Unit 2: Day 07         Writing the Whole Story         • Unit 2: Day 09         Writing the Whole Story         • Unit 2: Day 09         Planning         • Unit 2: Day 09         How to Bait a Reader         • Unit 2: Day 10         The 6 Traits Rubric         • Unit 2: Day 11         The 6 Traits Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 14         Writing -Glows and Grows         • 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 3a: Day 03         Narrative vs. Non-Narrative         • Unit 3a: Day 10         Tacecher Modeling and Planning         • Uni	EVIDENCE OUTCOMES		
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<ul> <li>Unit 1: Day 01</li> <li>Getting Ready to Write: Topics <ul> <li>Unit 1: Day 08</li> </ul> </li> <li>Getting Ready for Writing</li> <li>Unit 2: Day 07</li> <li>Writing the Whole Story</li> <li>Unit 2: Day 09</li> <li>How to Bait a Reader</li> <li>Unit 2: Day 19</li> <li>How to Bait a Reader</li> <li>Unit 2: Day 14</li> <li>The 6 Traits Rubric</li> <li>Unit 2: Day 13</li> <li>Scoring with a Rubric</li> <li>Unit 2: Day 14</li> <li>Editing-Glows and Grows</li> <li>Unit 2: Day 15</li> <li>Editing + GRopond and Score</li> <li>Unit 2: Day 16</li> <li>Intro to Respond to Questions and Prompts</li> <li>Unit 2: Day 17</li> <li>Off to the RACES</li> <li>Unit 2: Day 18</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 19</li> <li>Using the Checklist</li> <li>Unit 2: Day 20</li> <li>Read, Reread, Respond and Score</li> <li>Unit 3: Day 21</li> <li>Read, Reread, Respond and Score</li> <li>Unit 3: Day 03</li> <li>Narrative vs. Non-Narrative</li> <li>Unit 3: Day 04</li> <li>Voice</li> <li>Unit 3: Day 05</li> <li>Introductions and Topic Sentences</li> <li>Unit 3: Day 10</li> <li>Endermodeling and Planning</li> <li>Unit 3: Day 10</li> <li>Readermodeling and Planning</li> <li>Unit 3: Day 10</li> <li>Readermodeling and Planning</li> <li>Unit 3: Day 12</li> <li>Revising with A.R.N.S.</li> <li>Unit 3: Day 13</li> <li>Editing and Scoring</li> <li>Unit 3: Day 14</li> </ul>			
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<ul> <li>• Unit 1: Day 08</li> <li>Getting Ready for Writing</li> <li>• Unit 2: Day 07</li> <li>Writing the Whole Story</li> <li>• Unit 2: Day 08</li> <li>Planning</li> <li>• Unit 2: Day 09</li> <li>How to Bait a Reader</li> <li>• Unit 2: Day 11</li> <li>The 6 Traits Rubric</li> <li>• Unit 2: Day 12</li> <li>Writing From Experience</li> <li>• Unit 2: Day 13</li> <li>Scoring with a Rubric</li> <li>• Unit 2: Day 14</li> <li>Coring with a Rubric</li> <li>• Unit 2: Day 15</li> <li>Editing—Glows and Grows</li> <li>• Unit 2: Day 16</li> <li>Intro to Response Writing</li> <li>• Unit 2: Day 17</li> <li>Off to the RACES</li> <li>• Unit 2: Day 18</li> <li>Writers Respond to Questions and Prompts</li> <li>• Unit 2: Day 19</li> <li>Using the Checklist</li> <li>• Unit 2: Day 21</li> <li>Read, Reread, Respond and Score</li> <li>• Unit 3: Day 04</li> <li>Voice</li> <li>• Unit 3:: Day 05</li> <li>Introductions and Topic Sentences</li> <li>• Unit 3:: Day 05</li> <li>Introductions and Topic Sentences</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Narrative vs. Non-Narrative</li> <li>• Unit 3:: Day 10</li> <li>Narrative vs. Non-Narrative</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3:: Day 10</li> <li>Read-Reread Planning</li> <li>• Unit 3:: Day 10</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3:: Day 10</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3:: Day 13</li> <li>Editing and Scoring</li> <li>• Unit 3:: Day 14</li> </ul>			
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 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 13         Scoring with a Rubric         • Unit 2: Day 16         Mriting-Glows and Grows         • 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 19         Using the Checklist         • Unit 2: Day 19         Using the Checklist         • Unit 3: Day 04         Voice         • Unit 3: Day 04         Voice         • Unit 3: Day 05         Introduction			
<ul> <li>• Unit 2: Day 07</li> <li>Writing the Whole Story</li> <li>• Unit 2: Day 08</li> <li>Planning</li> <li>• Unit 2: Day 09</li> <li>How to Bait a Reader</li> <li>• Unit 2: Day 11</li> <li>The 6 Traits Rubric</li> <li>• Unit 2: Day 12</li> <li>Writing From Experience</li> <li>• Unit 2: Day 13</li> <li>Scoring with a Rubric</li> <li>• Unit 2: Day 15</li> <li>Editing-Glows and Grows</li> <li>• Unit 2: Day 17</li> <li>Off to the RACES</li> <li>• Unit 2: Day 18</li> <li>Writers Respond to Questions and Prompts</li> <li>• Unit 2: Day 19</li> <li>Using the Checklist</li> <li>• Unit 2: Day 19</li> <li>Using the Checklist</li> <li>• Unit 3: Day 0</li> <li>Read, Reread, Respond and Score</li> <li>• Unit 3a: Day 04</li> <li>Voice</li> <li>• Unit 3a: Day 05</li> <li>Introductions and Topic Sentences</li> <li>• Unit 3a: Day 05</li> <li>Introductions and Topic Sentences</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread, Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Read-Reread-Respond and Score</li> <li>• Unit 3a: Day 10</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3a: Day 10</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3a: Day 13</li> <li>Editing and Scoring</li> <li>• Unit 3a: Day 14</li> </ul>			
Writing the Ŵhole 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 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 01 Read, Reread, Respond and Score • Unit 3: Day 03 Narrative vs. Non-Narrative • Unit 3: Day 04 Voice • Unit 3: Day 05 Introductions and Planning • Unit 3: Day 01 Teacher Modeling and Planning • Unit 3: Day 12 Revising with A.R.M.S. • Unit 3: Day 13 Editing and Scoring • Unit 3: Day 04			
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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			
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Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04			Teacher Modeling and Planning
<ul> <li>Unit 3a: Day 13</li> <li>Editing and Scoring</li> <li>Unit 3b: Day 04</li> </ul>			
Editing and Scoring • Unit 3b: Day 04			
• Unit 3b: Day 04			
Linking and Transition Words			
			Linking and Transition Words

Unit 3b: Day 09     Planning Sheets     Unit 3b: Day 11     Revising with A.R.M.S	
• 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 <ul> <li>Unit 5: Day 12</li> </ul>	
Score, Plan, & Talk!	
Unit 5: Day 13	
Score, Plan, & Write!	
Unit 5: Day 14	
Formal Writing Assessment	
Unit 5: Day 15	
Scoring Fables	
Unit 5: Day 16	
Revising Fables	
Unit 5: Day 17	
Editing Fables	
• Unit 5: Day 19	
Responses to Text: Comparing Morals	
• Unit 5: Day 20	
Responses to Text: Comparing Morals	
• Unit 6: Day 01	
Start by Choosing a Topic	
• Unit 6: Day 06	
Guided Notes Journal	
• Unit 6: Day 07	
Glows and Grows	
• Unit 6: Day 08	
5 Square Planning Sheet	
• Unit 6: Day 12	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.c.	Revising Ears         • Unit 6: Day 13         Editing Glasses         • Unit 6: Day 14         Scoring with a Rubric         • Unit 6: Day 16         Reflection and Celebration         With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)         WritingCity         • Unit 6: Day 15         Publishing with Technology
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.d.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
EVIDENCE OUTCOMES	3.3.3.d.i.	Choose words and phrases for effect. (CCSS: L.3.3a) 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 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 10 Formal Writing Assessment • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 10 Revising • Unit 5: Day 10 Revising • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:

CONCEPTS AND SKILLS /	3.3.3.e.	Demonstrate command of the conventions of standard English
EVIDENCE OUTCOMES	5.5.5.e.	grammar and usage when writing or speaking. (CCSS: L.3.1)
EVIDENCE OUTCOMES	3.3.3.e.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02 Adverbs • Unit 2: Day 02 Adverbs • Unit 2: Day 14 RevisingGlows and Grows • Unit 3b: Day 05 Voice and Word Choice • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 5: Day 04 Fables and Focus • Unit 5: Day 04 Fables and Focus • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 16 Revising Fables • Unit 5: Day 17 Editing Fables
EVIDENCE OUTCOMES	3.3.3.e.ii.	Form and use regular and irregular plural nouns. (CCSS: L.3.1b) 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
EVIDENCE OUTCOMES	3.3.3.e.iii.	Use abstract nouns (e.g., childhood). (CCSS: L.3.1c) <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
EVIDENCE OUTCOMES	3.3.3.e.iv.	Form and use regular and irregular verbs. (CCSS: L.3.1d) <u>WritingCity</u> • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words

EVIDENCE OUTCOMES	3.3.3.e.v.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)
		WritingCity
		Unit 1: Day 07     Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		Unit 5: Day 04 Fables and Focus
EVIDENCE OUTCOMES	3.3.3.e.vi.	Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)
		WritingCity
		Unit 1: Day 07     Graits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		Unit 3a: Day 09 Score and Brainstorm
EVIDENCE OUTCOMES	3.3.3.e.vii.	Form and use comparative and superlative adjectives and adverbs,
	5.5.5. <u>6</u> .vii.	and choose between them depending on what is to be modified. (CCSS: L.3.1g)
		WritingCity
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 08 Uno, Dos, Traits
EVIDENCE OUTCOMES	3.3.3.e.viii.	Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
		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
EVIDENCE OUTCOMES	3.3.3.e.ix.	Produce simple, compound, and complex sentences. (CCSS: L.3.1i)
		WritingCity • Unit 1: Day 05
		6 Traits: Sentence Fluency
		Unit 1: Day 09     Orthing Dearly for Writing
		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

EVIDENCE OUTCOMES	3.3.3.e.x.	<ul> <li>Unit 6: Day 10 Ready, Set, Write!</li> <li>Unit 6: Day 11 Just Keep Writing</li> <li>Unit 6: Day 14 Scoring with a Rubric</li> <li>Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</li> <li>WritingCity <ul> <li>Unit 1: Day 05</li> <li>Traits: Sentence Fluency</li> <li>Unit 1: Day 09</li> <li>Getting Ready for Writing</li> <li>Unit 2: Day 14</li> <li>RevisingGlows and Grows</li> <li>Unit 3a: Day 08</li> <li>Score and Organize</li> <li>Unit 3b: Day 08</li> <li>Uno, Dos, Traits</li> <li>Unit 6: Day 09</li> </ul> </li> </ul>
		Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
EVIDENCE OUTCOMES	3.3.3.f.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a) 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! • Unit 5: Day 17 Editing Fables
EVIDENCE OUTCOMES	3.3.3.f.ii.	Use commas in addresses. (CCSS: L.3.2b) <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
EVIDENCE OUTCOMES	3.3.3.f.iii.	Use commas and quotation marks in dialogue. (CCSS: L.3.2c) <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04

		6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 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 04 Fables and Focus • Unit 5: Day 04 Fables and Focus • Unit 5: Day 04 Fables and Focus • 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
	3.3.3.f.iv.	Form and use possessives. (CCSS: L.3.2d) WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
EVIDENCE OUTCOMES	3.3.3.f.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e) <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 Editing-Glows 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
EVIDENCE OUTCOMES	3.3.3.f.vi.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)

		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
EVIDENCE OUTCOMES	3.3.3.f.vii.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g) <u>WritingCity</u> • 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 AREA	CO.3.4.	Research and Reasoning
STANDARD	3.4.1.	Researching a topic and sharing findings are often done with others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.a.	Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7) 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 05 Guided Notes Journal • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 07 Glows and Grows • 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
CONCEPTS AND SKILLS /	3.4.1.b.	Recall information from experiences or gather information from

1	1	
		evidence into provided categories. (CCSS: W.3.8)
		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
CONCEPTS AND SKILLS /	3.4.1.c.	Interpret and communicate the information learned by developing a
EVIDENCE OUTCOMES		brief summary with supporting details.
		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
	11	Response to Text- A Taste of Two
		• Unit 4: Day 13
		Unit 4: Day 13 Response to Text- Comparing Two Texts
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> </ul>
		Unit 4: Day 13 Response to Text- Comparing Two Texts
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> <li>Unit 6: Day 08</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> <li>Unit 6: Day 08</li> <li>S square Planning Sheet</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> <li>Unit 6: Day 08</li> <li>Square Planning Sheet</li> <li>Unit 6: Day 10</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> <li>Unit 6: Day 08</li> <li>S Square Planning Sheet</li> <li>Unit 6: Day 10</li> <li>Ready, Set, Write!</li> </ul>
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> <li>Unit 6: Day 08</li> <li>Square Planning Sheet</li> <li>Unit 6: Day 10</li> </ul>

		<ul> <li>Unit 6: Day 12</li> <li>Revising Ears</li> <li>Unit 6: Day 13</li> <li>Editing Glasses</li> <li>Unit 6: Day 14</li> <li>Scoring with a Rubric</li> </ul>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.e.	Present a brief report of the research findings to an audience. 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 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 14 Scoring with a Rubric

## Colorado Academic Standards (CAS)

## Language Arts

Grade: 4 - Adopted: 2010

CONTENT AREA	CO.4.1.	Oral Expression and Listening
STANDARD	4.1.1.	A clear communication plan is necessary to effectively deliver and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.1.1.b.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2) <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	4.2.1.a.i.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1) <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text

		• Unit 2: Day 17
		<ul> <li>Unit 2: Day 17</li> <li>Ways Writers Respond to Reading</li> <li>Unit 2: Day 18</li> <li>Writers Respond to Questions &amp; Prompts</li> <li>Unit 2: Day 19</li> <li>Writers Respond Through Opinions</li> <li>Unit 2: Day 20</li> <li>Read, Reread and Respond</li> <li>Unit 2: Day 21</li> <li>Reread, Respond and Score</li> <li>Unit 4: Day 12</li> <li>Response to Text - Idea Swap</li> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 1</li> <li>Unit 4: Day 14</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 5: Day 12</li> <li>Response to Text</li> <li>Vonit 5: Day 13</li> </ul>
EVIDENCE OUTCOMES	4.2.1.a.ii.	Compare and Contrast Identify and draw inferences about setting, characters (such as
		motivations, personality traits), and plot. <u>WritingCity</u> • 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 5: Day 05 Dialogue and Punctuation
EVIDENCE OUTCOMES	4.2.1.a.iv.	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). (CCSS: RL.4.3) <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05

		Dialogue and Punctuation • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
EVIDENCE OUTCOMES	4.2.1.a.v.	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)
		WritingCity <ul> <li>Unit 2: Day 16</li> </ul> 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 5: Day 05     Dialogue and Punctuation
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a
CONCEPTS AND SKILLS /	4.2.1.b.	fluent way. Students can: Use Craft and Structure to:
EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	4.2.1.b.iii.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. (CCSS: RL.4.6)
		WritingCity • Unit 5: Day 13 Compare and Contrast
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	4.2.1.c.ii.	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. (CCSS: RL.4.9) <u>WritingCity</u>
		Unit 5: Day 13     Compare and Contrast
EVIDENCE OUTCOMES	4.2.1.c.iii.	Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.
		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 <ul> <li>Unit 2: Day 20</li> <li>Read, Reread and Respond</li> <li>Unit 2: Day 21</li> </ul>
		Reread, Respond and Score

CONTENT AREA	CO.4.2.	• 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 Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a
		fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	4.2.1.d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10) <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 AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	4.2.2.a.i.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1) 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 17 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

EVIDENCE OUTCOMES       4.2.2.a.ii.       Determine the main idea of a text and explain how it is supported key details; summarize the text. (CCSS: RI.4.2)         WritingCity       • Unit 2: Day 16         Intro to Response to Text       • Unit 3:: Day 16         Nonfaction Text Summarizes       • Unit 3:: Day 16         Nonfaction Text Summarizes       • Unit 3:: Day 16         Nonfaction Text Summaries       • Unit 3:: Day 16         Nonfaction Text Summaries       • Unit 3:: Day 17         Nonfaction Response and Score- Day 1       • Unit 3:: Day 19         Nonfaction Response to Text       • Unit 3:: Day 19         Nonfaction Response and Score- Day 2       • Unit 4: Day 02         What Do We Think of Zoos?       • Unit 4: Day 03         Ready. Sct, Highlight1       • Unit 6: Day 03         Ready. Sct, Highlight1       • Unit 6: Day 03         Ready. Sct, Highlight1       • Unit 6: Day 04         • Unit 6: Day 04       • Scattfic or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)         WritingCity       • Unit 6: Day 04         • Unit 6: Day 04       • Unit 6: Day 04         CONTENT AREA       CO.4.2         Reading for Ail Purposes       Status         STANDARD       4.2.2.         CONTENT AREA       Co.4.2 <th></th> <th></th> <th>• Unit 6: Day 07</th>			• Unit 6: Day 07
EVIDENCE OUTCOMES       4.2.2.b.il.         Vertiging City       • Unit 3: Day 16 Intro to Response to Text • Unit 3:: Day 16 Intro to Response to Text • Unit 3:: Day 16 Nonfiction Text Summaries • Unit 3:: Day 17 Nonfiction Choice Cards • Unit 3:: Day 19 Nonfiction Response and Score- Day 1 • Unit 3:: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 Ready, Sci, Highlight1 • Unit 6: Day 03 Ready, Sci, Highlight1 • Unit 6: Day 06 Guided Meta-Taking Journal Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3) WritinoCity • Unit 6: Day 04 Guided Meta-Taking Journal         EVIDENCE OUTCOMES       4.2.2.a.iii.       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. (CCSS: RI.4.3) WritingCity • Unit 6: Day 04 Guided Meta-Taking Journal - Part 1 • Unit 3: Day 18 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Neta-Taking Journal - Part 1 • Unit 3: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Neta-Taking Journal - Part 1 • ONTENT AREA         CONTENT AREA       CO.4.2       Reading for All Purposes         STANDARD       4.2.2.       Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can: concepts AND SKILLS / evideence outroomes         EVIDENCE OUTCOMES       4.2.2.b.ii.       Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity • Unit 3b:			
• 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 Text Summaries         • Unit 3b: Day 17         Nonfiction Text Summaries         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 4: Day 03         Response to Text - Persuasive Letter - Part 1         • Unit 6: Day 03         Ready, Set, Highlight1         • Unit 6: Day 03         Ready, Set, Highlight1         • Unit 6: Day 04         © Guided Note-Taking Journal - Part 2         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RL4.3)         WritinaCity         • Unit 3b: Day 18         Nonfiction Response and Score- Day 2         • Unit 3b: Day	EVIDENCE OUTCOMES	4.2.2.a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
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 Text Summaries         • 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         • Unit 5: Day 12         Response to Text         • Unit 6: Day 03         Ready, Set, Highlight1         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.ili.         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. (CCSS: RI.4.3)         WritingCity         • Unit 6: Day 04         Guided Mote-Taking Journal - Part 1         CONTENT AREA         CONTENT AREA         CONCEPTS AND SKILLS/         V2.2.2.       Reading for All Purposes			
+ 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 Choice Cards         + Unit 3b: Day 19         Nonfiction Response and Score- Day 1         + Unit 3b: Day 19         Nonfiction Response and Score- Day 2         + Unit 4: Day 13         Response to Text - Persuasive Letter - Part 1         + Unit 6: Day 03         Ready, Set, Highlight1         + Unit 6: Day 04         Ready, Set, Highlight1         + Unit 6: Day 06         Guided Note-Taking Journal - Part 2         + Unit 6: Day 06         Guided Note-Taking Journal - Part 2         + Unit 6: Day 06         Guided Note-Taking Journal - Part 2         + Unit 6: Day 10         Nonfiction Response and Score- Day 1         + Unit 3b: Day 18         Nonfiction Response and Score - Day 1         • Unit 3b: Day 18         Nonfiction Response and Score - Day 1         • Unit 3b: Day 18         Nonfiction Response and Score - Day 2         • Unit 3b: Day 18         Nonfiction Respones and Score - Day 2 <tr< td=""><td></td><td></td><td></td></tr<>			
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 18         Nonfiction Response and Score- Day 2         • Unit 4: Day 02         What Do We Think of Zoos?         • Unit 6: Day 03         Response to Text - Persuasive Letter - Part 1         • Unit 6: Day 04         Ready, Set, Highlight         • Unit 6: Day 05         Paraphrasing         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 3b: Day 18         Nonfiction Response and Score- Day 2         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 3b: Day 18         Nonfiction Response and Score- Day 2         • Unit 3b: Day 18         Non			
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Nonfiction Text Summaries         Unit 3b: Day 17         Nonfiction Choice Cards         Unit 3b: Day 18         Nonfiction Response and Score- Day 1         Unit 3b: Day 18         Nonfiction Response and Score- Day 2         Unit 4: Day 02         What Do We Think of Zoos?         Unit 4: Day 03         Response to Text - Persuasive Letter - Part 1         Unit 6: Day 03         Ready, Set, Highlight         Unit 6: Day 03         Ready, Set, Highlight         Unit 6: Day 05         Paraphrasing         Unit 6: Day 06         Guided Note-Taking Journal - Part 2         Unit 8: Day 01         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritingCity         Vinit 3b: Day 19         Nonfiction Response and Score- Day 1         Unit 3: Day 19         Nonfiction Response and Score- Day 2 <t< td=""><td></td><td></td><td></td></t<>			
• 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 6: Day 13         Response to Text - Persuasive Letter - Part 1         • Unit 6: Day 03         Ready, Set, Highlight!         • Unit 6: Day 03         Ready, Set, Highlight!         • Unit 6: Day 05         Paraphrasing         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         EVIDENCE OUTCOMES         4.2.2.a.iii.         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritingCity         • Unit 8: Day 19         Nonfiction Response and Score- Day 1         • Unit 3: Day 18         Nonfiction Response and Score- Day 2         • Unit 3: Day 19         Nonfiction Response and Score- Day 2         • Unit 3: Day 17         Nonfiction Respo			
Nonfiction Cíncice 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 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Paraphrasing • Unit 6: Day 07 Finishing the JournalEVIDENCE OUTCOMES4.2.2.a.iii.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. (CCSS: RI.4.3) WritingCity • Unit 8: Day 19 Nonfiction Response and Score- Day 1 • Unit 8: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1CONTENT AREACO.4.2.Reading for All PurposesSTANDARD4.2.2.Quertar and Structure to:EVIDENCE OUTCOMES4.2.2.b.ii.Determine the meaning of general academic and domain-specific words or phrases in a fluent way. Students can: CONCEPTS AND SKILLS / 4.2.2.b.EVIDENCE OUTCOMES4.2.2.b.ii.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) WritingCity • Unit 3b: Day 17 Nonfiction Choice CardsEVIDENCE OUTCOMES4.2.2.b.ii.Describe the overall structure (e.g., chronology, comparison,			
Nonfiction Response and Score- Day 1         • Unit 3b: Day 19         Nonfiction Response and Score- Day 2         • Unit 4b Day 02         What Do We Think of Zoos?         • Unit 4: Day 02         What Do We Think of Zoos?         • Unit 4: Day 03         Response to Text - Persuasive Letter - Part 1         • Unit 6: Day 03         Ready, Set, Highlight!         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         EVIDENCE OUTCOMES         4.2.2.a.iii.         Evide Anter-Taking Journal - Part 2         • Unit 3b: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritinaCity         • Unit 5: Day 18         Nonfiction Response and Score- Day 2         • Unit 6: Day 04         Guided Note-Taking Journal - Part 1         CONTENT AREA			
Image: Provide and Provided State S			• Unit 3b: Day 18
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What Do We Think of Zoos?         * Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1         * Unit 5: Day 12 Response to Text - Versuasive Letter - Part 1         * Unit 5: Day 03 Ready, Set, Highlight!         * Unit 6: Day 03 Ready, Set, Highlight!         * Unit 6: Day 03 Ready, Set, Highlight!         * Unit 6: Day 06 Guided Note-Taking Journal - Part 2         * Unit 6: Day 07 Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         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 AREA       CO.4.2.         Reading for All Purposes         STANDARD       4.2.2.b.i         Vitt 6: Day 04 Guided Note-Taking Journal - Part 1         CONCEPTS AND SKILLS / EVIDENCE OUTCOMES       4.2.2.b.i         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards         EVIDENCE OUTCOMES       4.2.2.b.ii.			
• 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         EVIDENCE OUTCOMES       4.2.2.a.ili.         Evidence of the text of the text including what happened and why, based on specific information in the text. (CCSS: RI.4.3)         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 AREA       CO.4.2.         Reading for All Purposes         STANDARD       4.2.2.b.i         Use Craft and Structure to:         EVIDENCE OUTCOMES         4.2.2.b.ii.         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards         EVIDENCE OUTCOMES       4.2.2.b.ii.			
Response to Text - Persuasive Letter - Part 1         • Unit 5: Day 12         Response to Text         • Unit 6: Day 03         Ready, Set, Highlight!         • Unit 6: Day 05         Paraphrasing         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritingCity         • Unit 8: Day 18         Nonfiction Response and Score- Day 1         • Unit 8: Day 04         Guided Note-Taking Journal - Part 1         CONTENT AREA         CO.4.2.         Reading for All Purposes         STANDARD         4.2.2.b.i         Use Craft and Structure to:         EVIDENCE OUTCOMES         4.2.2.b.i         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity         • Unit 3b: Day 17         Nonfiction Choice Cards         EVIDENCE OUTCOMES         4.2.2.b.ii.			
• Unit 5: Day 12         Response to Text         • Unit 6: Day 03         Ready, Set, Highlight!         • Unit 6: Day 05         Paraphrasing         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritingCity         • Unit 8: Day 18         Nonfiction Response and Score- Day 1         • Unit 8: Day 19         Nonfiction Response and Score- Day 2         • Unit 8: Day 19         Nonfiction Response and Score- Day 2         • Unit 6: Day 04         Guided Note-Taking Journal - Part 1         CONTENT AREA       CO.4.2.         Reading for All Purposes         STANDARD       4.2.2.         Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:         CONCEPTS AND SKILLS / EVIDENCE OUTCOMES       4.2.2.b.i.         EVIDENCE OUTCOMES       4.2.2.b.i.         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17			
+ 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         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritingCity         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 5: Day 04         Guided Note-Taking Journal - Part 1         CONTENT AREA       CO.4.2.         Reading for All Purposes         STANDARD       4.2.2.b.         CONCEPTS AND SKILLS/       Lex Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:         CONCEPTS AND SKILLS/       4.2.2.b.         EVIDENCE OUTCOMES       4.2.2.b.         EVIDENCE OUTCOMES       4.2.2.b.i.         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17         Nonfiction Choice Cards       EVIDENCE OUTCOMES			
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         EVIDENCE OUTCOMES         4.2.2.a.iii.         EVIDENCE OUTCOMES         4.2.2.a.iii.         Evide to the paraphrasing         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         Evide to the paraphrasing         • Unit 6: Day 07         Finishing the Journal         Evide to the paraphrasing         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 6: Day 04         Guided Note-Taking Journal - Part 1         CONTENT AREA         COAL2.         Reading for All Purposes         STANDARD         4.2.2.         Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:         CONCEPTS AND SKILLS /         EVIDENCE OUTCOMES         4.2.2.b.         Use Craft and Structure to:         EVIDENCE OUTCOMES         4.2.2.b.I.       Determine the meaning of genera			
• Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the JournalEVIDENCE OUTCOMES4.2.2.a.ili.EXPLATE Revents, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Sonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 3b: Day 10 Nonfiction Response and Score- Day 2 • Unit 3b: Day 10 Nonfiction Response and Score- Day 2 • Unit 3b: Day 17 Nonfiction Choice CardsEVIDENCE OUTCOMES4.2.2.b.i.EVIDENCE OUTCOMES4.2.2.b.ii.Describe the overall structure (e.g., chronology, comparison, 			
Paraphrasing       • Unit 6: Day 06         Guided Note-Taking Journal - Part 2       • Unit 6: Day 07         Finishing the Journal       EVIDENCE OUTCOMES         4.2.2.a.iii.       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. (CCSS: RI.4.3)         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 AREA         CONCEPTS AND SKILLS /       4.2.2.         Reading for All Purposes       STANDARD         STANDARD       4.2.2.b.         Use Craft and Structure to:       EVIDENCE OUTCOMES         EVIDENCE OUTCOMES       4.2.2.b.i.         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17         Nonfiction Choice Cards       EVIDENCE OUTCOMES			
• Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         WritingCity         • Unit 3b: Day 18         Nonfiction Response and Score- Day 1         • Unit 6: Day 04         Guided Note-Taking Journal - Part 1         CONTENT AREA       CO.4.2.         Reading for All Purposes         STANDARD       4.2.2.b.         CONCEPTS AND SKILLS /       Use Craft and Structure to:         EVIDENCE OUTCOMES       4.2.2.b.i.         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17         Nonfiction Choice Cards       EVIDENCE OUTCOMES			
Guided Note-Taking Journal - Part 2         • Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES         4.2.2.a.iii.         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. (CCSS: RI.4.3)         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 AREA       CO.4.2.         Reading for All Purposes         STANDARD       4.2.2.         CONCEPTS AND SKILLS /         EVIDENCE OUTCOMES         4.2.2.b.       Use Craft and Structure to:         EVIDENCE OUTCOMES         EVIDENCE OUTCOMES         4.2.2.b.i.       Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17         Nonfiction Choice Cards       EVIDENCE OUTCOMES         EVIDENCE OUTCOMES       4.2.2.b.ii.			
• Unit 6: Day 07         Finishing the Journal         EVIDENCE OUTCOMES       4.2.2.a.iii.         EVIDENCE OUTCOMES       4.2.2.a.iii.         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. (CCSS: RI.4.3)         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 AREA         CONTENT AREA       CO.4.2.         Reading for All Purposes       STANDARD         4.2.2.       Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:         CONCEPTS AND SKILLS /       4.2.2.b.         EVIDENCE OUTCOMES       4.2.2.b.         EVIDENCE OUTCOMES       4.2.2.b.i.         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17         Nonfiction Choice Cards       EVIDENCE OUTCOMES			
EVIDENCE OUTCOMES4.2.2.a.iii.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. (CCSS: RI.4.3)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 1CONTENT AREACO.4.2.Reading for All PurposesSTANDARD4.2.2.Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:CONCEPTS AND SKILLS / EVIDENCE OUTCOMES4.2.2.b.Use Craft and Structure to:EVIDENCE OUTCOMES4.2.2.b.I.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) WritingCity • Unit 3b: Day 17 Nonfiction Choice CardsEVIDENCE OUTCOMES4.2.2.b.ii.Describe the overall structure (e.g., chronology, comparison,			
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• Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1CONTENT AREACO.4.2.Reading for All PurposesSTANDARD4.2.2.Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:CONCEPTS AND SKILLS / EVIDENCE OUTCOMES4.2.2.b.Use Craft and Structure to:EVIDENCE OUTCOMES4.2.2.b.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) WritingCity • Unit 3b: Day 17 Nonfiction Choice CardsEVIDENCE OUTCOMES4.2.2.b.ii.Describe the overall structure (e.g., chronology, comparison,			
Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1CONTENT AREACO.4.2.Reading for All PurposesSTANDARD4.2.2.Comprehension and fluency matter when reading informational a persuasive texts in a fluent way. Students can:CONCEPTS AND SKILLS / EVIDENCE OUTCOMES4.2.2.b.Use Craft and Structure to:EVIDENCE OUTCOMES4.2.2.b.i.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)EVIDENCE OUTCOMES4.2.2.b.ii.Describe the overall structure (e.g., chronology, comparison,			
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EVIDENCE OUTCOMES       4.2.2.b.i.       Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity       • Unit 3b: Day 17 Nonfiction Choice Cards         EVIDENCE OUTCOMES       4.2.2.b.ii.       Describe the overall structure (e.g., chronology, comparison,			persuasive texts in a fluent way. Students can:
words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         WritingCity         • Unit 3b: Day 17         Nonfiction Choice Cards         EVIDENCE OUTCOMES       4.2.2.b.ii.         Describe the overall structure (e.g., chronology, comparison,		4.2.2.0.	Use Craft and Structure to:
• Unit 3b: Day 17 Nonfiction Choice Cards           EVIDENCE OUTCOMES         4.2.2.b.ii.         Describe the overall structure (e.g., chronology, comparison,	EVIDENCE OUTCOMES	4.2.2.b.i.	
			• Unit 3b: Day 17
information in a text or part of a text. (CCSS: RI.4.5)	EVIDENCE OUTCOMES	4.2.2.b.ii.	cause/effect, problem/solution) of events, ideas, concepts, or
WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1			• Unit 3b: Day 18

		Unit 3b: Day 19     Nonfiction Response and Score- Day 2
EVIDENCE OUTCOMES	4.2.2.b.iii.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6) 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
EVIDENCE OUTCOMES	4.2.2.b.v.	Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information. <u>WritingCity</u> • Unit 3b: Day 15 Response Writing and Text Features
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	4.2.2.c.i.	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. (CCSS: RI.4.7) <u>WritingCity</u> • Unit 3b: Day 15 Response Writing and Text Features
EVIDENCE OUTCOMES	4.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8) 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 17 Nonfiction Response and Score- Day 1 • Unit 3b: Day 18 Nonfiction Response and Score- Day 2 • 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 C. Day 05
		• Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2 • Unit 6: Dav 07
		Finishing the Journal
EVIDENCE OUTCOMES	4.2.2.c.iii.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
		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
		<ul> <li>Unit 4: Day 14</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 5: Day 12</li> </ul>
		Response to Text
		Unit 5: Day 13 Compare and Contrast
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	4.2.2.d.i.	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. (CCSS: RI.4.10)
		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
	CO 4 2	
CONTENT AREA STANDARD	CO.4.2. 4.2.3.	Reading for All Purposes Knowledge of complex orthography (spelling patterns), morphology
		(word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
EVIDENCE OUTCOMES	4.2.3.d.i.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)
		WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing
		<ul> <li>Unit 3a: Day 09</li> <li>Revising for Similes and Sensory Details</li> </ul>
EVIDENCE OUTCOMES	4.2.3.d.iii.	Demonstrate understanding of words by relating them to their
		opposites (antonyms) and to words with similar but not identical

		meanings (synonyms). (CCSS: L.4.5c)
		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 AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.e.	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). (CCSS: L.4.6) <u>WritingCity</u> • Unit 1: Day 06
		6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02
		Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 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!
		<ul> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 3b: Day 17</li> <li>Nonfiction Choice Cards</li> </ul>
		<ul> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> </ul>
		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

		<ul> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>Unit 6: Day 08</li> <li>Glows and Grows</li> <li>Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>Unit 6: Day 10</li> <li>Planning Continued</li> <li>Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.1.	The recursive writing process is used to create a variety of literary genres for an intended audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.1.a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
EVIDENCE OUTCOMES	4.3.1.a.iii.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c) <u>WritingCity</u> • 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
EVIDENCE OUTCOMES	4.3.1.a.iv.	Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d) <u>WritingCity</u> • 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 AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.1.	The recursive writing process is used to create a variety of literary genres for an intended audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.1.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
EVIDENCE OUTCOMES	4.3.1.b.i.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a) <u>WritingCity</u> • Unit 1: Day 02 Ideas

		<ul> <li>Unit 1: Day 03</li> <li>Organization</li> <li>Unit 2: Day 09</li> <li>Scoring With A Rubric - Part 1</li> <li>Unit 2: Day 12</li> <li>Formal Writing</li> <li>Unit 5: Day 01</li> <li>What is a Legend?</li> <li>Unit 5: Day 03</li> <li>1st or 3rd Person Narrators</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 10</li> <li>Compare Characters</li> </ul>
EVIDENCE OUTCOMES	4.3.1.b.iii.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b) 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 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 5: Day 08 Revising • Unit 5: Day 08 Revising • Unit 5: Day 03 Ist or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10
EVIDENCE OUTCOMES	4.3.1.b.iv.	Compare Characters Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c) WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review

		<ul> <li>Unit 2: Day 09</li> <li>Scoring With A Rubric - Part 1</li> <li>Unit 2: Day 10</li> <li>Scoring With A Rubric - Part 2</li> <li>Unit 2: Day 12</li> <li>Formal Writing</li> <li>Unit 3a: Day 01</li> <li>The Elements</li> <li>Unit 5: Day 01</li> <li>What is a Legend?</li> <li>Unit 5: Day 03</li> <li>1st or 3rd Person Narrators</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>Unit 5: Day 10</li> <li>Compare Characters</li> </ul>
EVIDENCE OUTCOMES	4.3.1.b.v.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d) WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Show And Tell Review • 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 5: Day 01 What is a Legend? • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 Ist 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 00 Compare Characters
EVIDENCE OUTCOMES	4.3.1.b.vi.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e) WritingCity

		<ul> <li>Unit 1: Day 02</li> <li>Ideas</li> <li>Unit 1: Day 03</li> <li>Organization</li> <li>Unit 2: Day 09</li> <li>Scoring With A Rubric - Part 1</li> <li>Unit 2: Day 12</li> <li>Formal Writing</li> <li>Unit 5: Day 01</li> <li>What is a Legend?</li> <li>Unit 5: Day 03</li> <li>1st or 3rd Person Narrators</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 10</li> <li>Compare Characters</li> </ul>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.2.	Informational and persuasive texts use the recursive writing process. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
EVIDENCE OUTCOMES	4.3.2.a.i.	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. (CCSS: W.4.2a) 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 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 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 6: Day 12 Revising with A.R.M.S. • Unit 6: Day 12 Revising with A.R.M.S. • Unit 6: Day 03 Ready, Set, Highlight! • 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 07 Finishing the Journal • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09

		Outled Nata Tables Loss 1, D. (A
		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
EVIDENCE OUTCOMES	4.3.2.a.v.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b) <u>WritingCity</u> • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06
		Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13
EVIDENCE OUTCOMES	4.3.2.a.vi.	Formal Writing: Research Piece - Part 1 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c) <u>WritingCity</u> • Unit 3a: Day 04 Formal Writing

		• 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 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
EVIDENCE OUTCOMES	4.3.2.a.vii.	Les presies language and demain anasifie vessibulary to inform
EVIDENCE OUTCOMES	4.3.2.d.VII.	Use precise language and domain-specific vocabulary to inform
		about or explain the topic. (CCSS: W.4.2d)
		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 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		Unit 6: Day 09     Cuided Note Taking Journal, Part 2
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
	4.0.0	
	4.3.2.a.viii.	Provide a concluding statement or section related to the
EVIDENCE OUTCOMES		information or explanation presented. (CCSS: W.4.2e)

	CO 4.2	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 AREA STANDARD	CO.4.3. 4.3.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) 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 12 Formal Writers Respond to Reading • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • 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 3: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12

Revising with A.R.M.S.
• Unit 4: Day 01
Fact vs. Opinion
• Unit 4: Day 02
What Do We Think of Zoos?
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 07
Formal Writing: Opinion Piece - Part 1
• Unit 4: Day 08
Formal Writing: Opinion Piece - Part 2
• Unit 4: Day 09
Revising Ears
• Unit 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     Outload Note Taking Journal, Dart 4
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

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.b.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		Unit 2: Day 03
		Honoring Good Writing With Revision
		• Unit 2: Day 05
		Transitioning Smoothly
		Unit 2: Day 06     A Character's Voice
		• Unit 2: Day 07
		The Conventions of Dialogue
		• Unit 2: Day 11
		Planning
		• Unit 2: Day 13
		Scoring Your Own Writing
		• Unit 2: Day 14
		Revising and Editing
		• Unit 2: Day 15
		Scoring Your Own Writing
		• Unit 2: Day 16
		Intro to Response to Text
		• Unit 2: Day 17
		Ways Writers Respond to Reading
		• Unit 2: Day 18
		Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		• Unit 2: Day 20
		Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score
		• Unit 3a: Day 03 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.
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		• 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!
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.c.	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 one page in a
		single sitting. (CCSS: W.4.6)
		WritingCity
		Unit 3a: Day 11
		Scoring Your Writing
		• Unit 6: Day 16
		Technology Publishing
CONTENT AREA	CO.4.3.	Writing and Composition

STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.e.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
CONCEPTS AND SKILLS /		and spelling are applied to make the meaning clear to the reader. Students can: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3) Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) 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 07 Glows and Grows - Part 2 • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 00 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 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses
		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 2
		Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued

EVIDENCE OUTCOMES	4.3.3.e.ii.	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 Choose punctuation for effect. (CCSS: L.4.3b)
		WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
EVIDENCE OUTCOMES	4.3.3.f.i.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a) <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10
		Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 6: Day 08 Glows and Grows
	4.3.3.f.ii.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b) 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 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
EVIDENCE OUTCOMES	4.3.3.f.iii.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c) <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing

EVIDENCE OUTCOMES	4.3.3.f.iv.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
		WritingCity
		• Unit 2: Day 04
		Writing With Sensory Details
		Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 08
		Check-in and Write!
EVIDENCE OUTCOMES	4.3.3.f.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
		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
EVIDENCE OUTCOMES	4.3.3.f.vii.	Produce complete sentences, recognizing and correcting
		inappropriate fragments and run-ons. (CCSS: L.4.1f)
		WritingCity  • Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 10
		Editing With A Checklist
		• Unit 3b: Day 13 Editing
		• Unit 4: Day 09
		Revising Ears
		• Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 01 What is a Legend?
		• Unit 5: Day 09
		Editing
EVIDENCE OUTCOMES	4.3.3.f.viii.	Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)
		WritingCity
		Unit 1: Day 07
		6 Traits: Conventions
		Unit 2: Day 10     Socring With A Pubric Port 2
		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
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		• Unit 5: Day 09 Editing
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
EVIDENCE OUTCOMES	4.3.3.g.i.	Use correct capitalization. (CCSS: L.4.2a) WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
EVIDENCE OUTCOMES	4.3.3.g.ii.	Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b) WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
EVIDENCE OUTCOMES	4.3.3.g.iii.	Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c) WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06 Uno, Dos, Traits!

EVIDENCE OUTCOMES	4.3.3.g.iv.	<ul> <li>Unit 5: Day 09 Editing <ul> <li>Unit 6: Day 08</li> <li>Glows and Grows</li> </ul> </li> <li>Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d) <ul> <li>WritingCity</li> <li>Unit 1: Day 07</li> <li>Traits: Conventions</li> <li>Unit 2: Day 10</li> <li>Scoring With A Rubric - Part 2</li> <li>Unit 3a: Day 06</li> <li>Glows and Grows - Part 1</li> <li>Unit 3a: Day 10</li> <li>Editing With A Checklist</li> <li>Unit 3b: Day 13</li> </ul> </li> </ul>
		Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
CONTENT AREA	CO.4.4.	Research and Reasoning
STANDARD	4.4.1.	Comprehending new information for research is a process undertaken with discipline both alone and within groups. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.4.1.b.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)
	4.4.1.b.i.	Identify relevant sources for locating information. 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 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
EVIDENCE OUTCOMES	4.4.1.b.ii.	Locate information using text features, (appendices, indices, glossaries, and table of content). <u>WritingCity</u> • Unit 3b: Day 15 Response Writing and Text Features
EVIDENCE OUTCOMES	4.4.1.b.iii.	Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources). <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries

		<ul> <li>Unit 3b: Day 18</li> <li>Nonfiction Response and Score- Day 1</li> <li>Unit 3b: Day 19</li> <li>Nonfiction Response and Score- Day 2</li> <li>Unit 6: Day 02</li> <li>Searching the Internet</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>Unit 6: Day 04</li> <li>Guided Note-Taking Journal - Part 1</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>Unit 6: Day 07</li> <li>Finishing the Journal</li> </ul>
CONTENT AREA	CO.4.4.	Research and Reasoning
STANDARD	4.4.1.	Comprehending new information for research is a process undertaken with discipline both alone and within groups. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
EVIDENCE OUTCOMES	4.4.1.c.i.	Apply grade 4 Reading standards to literature (e.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]."). (CCSS: W.4.9.a) <u>WritingCity</u> Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 15 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 13 Compare and Contrast
EVIDENCE OUTCOMES	4.4.1.c.ii.	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"). (CCSS: W.4.9.b) <u>WritingCitv</u> • Unit 2: Day 16 Intro to Response to Text

• Unit 3b: Day 15	
Response Writing and Text Features	
• Unit 3b: Day 17	
Nonfiction Choice Cards	
• Unit 3b: Day 18	
Nonfiction Response and Score- Day 1	
• Unit 3b: Day 19	
Nonfiction Response and Score- Day 2	
• Unit 4: Day 02	
What Do We Think of Zoos?	
• Unit 4: Day 13	
Response to Text - Persuasive Letter - Part 1	
• Unit 5: Day 12	
Response to Text	
• Unit 6: Day 03	
Ready, Set, Highlight!	
• Unit 6: Day 05	
Paraphrasing	
• Unit 6: Day 06	
Guided Note-Taking Journal - Part 2	
• Unit 6: Day 07	
Finishing the Journal	

## Colorado Academic Standards (CAS)

## Language Arts

Grade: 5 - Adopted: 2010

CONTENT AREA	CO.5.1.	Oral Expression and Listening
STANDARD	5.1.1.	Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.1.1.c.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6) <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.b.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	5.2.1.b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) 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

		<ul> <li>Unit 3b: Day 14</li> <li>Nonfiction Choice Cards</li> <li>Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 3b: Day 16</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 4: Day 14</li> <li>Response to Text: Planning Template</li> <li>Unit 4: Day 15</li> <li>Response to Text: Persuasive Letters</li> </ul>
EVIDENCE OUTCOMES	5.2.1.b.ii.	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. (CCSS: RL.5.2) <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
EVIDENCE OUTCOMES	5.2.1.b.iii.	Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3) <u>WritingCity</u> • 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 AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.c.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.1.c.i.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4) WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
EVIDENCE OUTCOMES	5.2.1.c.ii.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c) <u>WritingCity</u> • Unit 5: Day 07 Revising Part 1
EVIDENCE OUTCOMES	5.2.1.c.v.	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme. <u>WritingCity</u> • Unit 5: Day 12

		• Unit 5: Day 13
		Response to Historical Fiction Text
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.d.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	5.2.1.d.ii.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9) <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
EVIDENCE OUTCOMES	5.2.1.d.iii.	Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text. 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 AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.e.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	5.2.1.e.i.	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. (CCSS: RL.5.10) <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	5.2.2.a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)

		Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14
		Response to Text: Planning Template <ul> <li>Unit 4: Day 15</li> </ul>
		Response to Text: Persuasive Letters
EVIDENCE OUTCOMES	5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
		WritingCity• Unit 2: Day 17Intro to Response to Text• Unit 2: Day 19Writers Respond to Questions and Prompts• Unit 2: Day 21Read, Reread, Respond, and Score• Unit 2: Day 22Read, Reread, Respond, and Score• Unit 3: Day 02Purpose and Proof• Unit 3b: Day 12Text Features, Main Ideas, and Details• Unit 3b: Day 13Nonfiction Text Features• Unit 3b: Day 14Nonfiction Choice Cards• Unit 3b: Day 15Respond to Nonfiction Texts and Score• Unit 3b: Day 16Respond to Nonfiction Texts and Score• Unit 4: Day 02Fact/Opinion T-Chart• Unit 4: Day 035 Square Paragraphs• Unit 4: Day 045 Square Paragraph Graphic Organizer• Unit 4: Day 13Response to Text: Two of a Kind• Unit 4: Day 14Response to Text: Two of a Kind• Unit 4: Day 13Response to Historical Fiction Text• Unit 5: Day 12Response to Historical Fiction Text• Unit 5: Day 13Response to Historical Fiction Text• Unit 6: Day 03Main Ideas & Important Facts

CONTENT AREA STANDARD	CO.5.2. 5.2.2.	• 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 Reading for All Purposes Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.2.b.ii.	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. (CCSS: RI.5.5) 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 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
EVIDENCE OUTCOMES	5.2.2.b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6) 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 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 AREA	CO.5.2.	Reading for All Purposes

STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: 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 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: 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 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 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 4: Day 13 Response to Historical Fiction Text • Unit 6: 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 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
EVIDENCE OUTCOMES	5.2.2.c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9) <u>WritingCitv</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16

		Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	5.2.2.d.i.	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. (CCSS: RI.5.10) <u>WritingCity</u> • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.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. (CCSS: RF.5.3a) <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.b.	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. (CCSS: L.5.4)
EVIDENCE OUTCOMES	5.2.3.b.ii.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS: L.5.4b) <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing

EVIDENCE OUTCOMES	5.2.3.b.iii.	<ul> <li>Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>Consult reference materials (e.g., dictionaries, glossaries,</li> </ul>
		thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.3c) <u>WritingCity</u>
		<ul> <li>Unit 1: Day 06</li> <li>Word Choice</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> </ul>
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.f.	Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.
		WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.1.	The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.1.a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)
EVIDENCE OUTCOMES	5.3.1.a.i.	Create personal and fictional narratives with a strong personal voice. 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 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters

		• Unit 5: Day 06
		Writing and Commas
EVIDENCE OUTCOMES	5.3.1.a.ii.	Writing and CommasOrient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10
		Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 02
		<ul> <li>Unit 5: Day 03</li> <li>Planning Wheel 2</li> <li>Unit 5: Day 05</li> <li>Developing Characters</li> <li>Unit 5: Day 06</li> <li>Writing and Commas</li> <li>Unit 5: Day 07</li> <li>Revising Part 1</li> </ul>
EVIDENCE OUTCOMES	5.3.1.a.iii.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
		WritingCity• Unit 1: Day 02Ideas• Unit 1: Day 04Voice• Unit 2: Day 01Vary Sentences Part 1• Unit 2: Day 02Vary Sentences Part 2• Unit 2: Day 06Dialogue: A Character's Voice• Unit 2: Day 09Writing from Experience• Unit 2: Day 10Planning to Write• Unit 2: Day 11Writing a Real Narrative• Unit 2: Day 02Planning Writing a Conclusion• Unit 5: Day 02Planning Wheel 1

L		
		Unit 5: Day 05 Developing Characters
		• Unit 5: Day 06
		Writing and Commas
	5.0.4 - 1	
EVIDENCE OUTCOMES	5.3.1.a.iv.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
		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
		3 Points
		• Unit 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters
		Unit 5: Day 06
		Writing and Commas
EVIDENCE OUTCOMES	5.3.1.a.v.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
		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
L		Dialogue. A character 5 Voice

		<ul> <li>Unit 2: Day 09</li> <li>Writing from Experience</li> <li>Unit 2: Day 10</li> <li>Planning to Write</li> <li>Unit 2: Day 11</li> <li>Writing a Real Narrative</li> <li>Unit 2: Day 12</li> <li>Writing a Conclusion</li> </ul>
		• Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07
		<ul> <li>Onit Sa: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 5: Day 02</li> <li>Planning Wheel 1</li> </ul>
		Unit 5: Day 05 Developing Characters     Unit 5: Day 06 Writing and Commas
EVIDENCE OUTCOMES	5.3.1.a.vi.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization
		<ul> <li>Unit 1: Day 04</li> <li>Voice</li> <li>Unit 2: Day 01</li> <li>Vary Sentences Part 1</li> </ul>
		• Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice
		• Unit 2: Day 09 Writing from Experience     • Unit 2: Day 10 Planning to Write
		Unit 2: Day 11 Writing a Real Narrative     Unit 2: Day 12 Writing a Conclusion
		• Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05
		Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 2
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.2.	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.2.a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)
EVIDENCE OUTCOMES	5.3.2.a.ii.	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. (CCSS: W.5.1a)

<b>5</b> 2 2 2 iii	WritingCity         • Unit 4: Day 01         What is an Opinion Paper?         • Unit 4: Day 04         5 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         Provide logically ordered reasons that are supported by facts and
5.5.2.d.m.	details. (CCSS: W.5.1b) <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper?
5.3.2.a.iv.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c) <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
5.3.2.a.v.	Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d) 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
CO.5.3.	Writing and Composition
5.3.2.	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. Students can:
5.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
5.3.2.b.i.	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. (CCSS: W.5.2a) <u>WritingCity</u> • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05
	5.3.2.a.v. 5.3.2.a.v. CO.5.3. 5.3.2. 5.3.2.b.

Model the Plan         - Unit 3a: Day 06         Where I Live         - Unit 3a: Day 08         Revising the End         - Unit 3a: Day 01         Revising Part I         - Unit 3a: Day 04         Revising Part I         - Unit 3b: Day 04         Definitions and Details         - Unit 3b: Day 04         Sigura Paragraphs         - Formal Writing Strong Conclusions         - Unit 3b: Day 08         Writing Strong Part 1         - Unit 3b: Day 12         Formal Writing Part 1         - Unit 3b: Day 13         Formal Writing Part 1         - Unit 2: Day 17         Intro ducing the Rubric         - Unit 2: Day 17         Into to Response to Text         - Unit 2: Day 17         Norto Respond to Reading         - Unit 2: Day 10         Writers Respond to Reading         - Unit 3: Day 10         Writers			
Where I Live         • Unit 3a: Day 08         Revising the End         • Unit 3a: Day 10         Revising Part 1         • Unit 3a: Day 04         • Square Paragraphs         • Unit 3b: Day 04         • Square Paragraphs         • Unit 3b: Day 04         • Unit 3b: Day 04         • Square Paragraphs         • Unit 3b: Day 04         • Unit 3b: Day 04         • Unit 3b: Day 05         • Unit 3b: Day 06         • Unit 3b: Day 08         Introducing the Rubric         • Unit 8: Day 12         • Formal Writing - Part 1         • Unit 2: Day 13         Formal Writing - Part 2         EVIDENCE OUTCOMES         5.3.2.b.II.         EVIDENCE OUTCOMES         5.3.2.b.II.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)         Writing Respond to Questions and Prompts         • Unit 2: Day 14         • Unit 2: Day 14         • Write: Respond to Questions and Prompts         • Unit 2: Day 24         • Write: Respond Through Opinions         • Unit 2: Day 24         • Unit 3: Day 04         Let's Ta			
+ Unit 3a: Day 08Revising the End+ Unit 3a: Day 10Revising the End+ Unit 3b: Day 01Definitions and Datalis+ Unit 3b: Day 045 Square Paragraphs+ Unit 3b: Day 045 Square Paragraphs+ Unit 3b: Day 08Writing Strong Conclusions+ Unit 6: Day 08Introducing the Rubric+ Unit 6: Day 12Formal Writing Para 1+ Unit 6: Day 12Formal Writing Para 1+ Unit 6: Day 13Formal Writing Para 1+ Unit 6: Day 14Formal Writing - Para 1+ Unit 6: Day 15Formal Writing - Para 1+ Unit 6: Day 17Formal Writing - Para 1+ Unit 12: Day 17Intro to Response to Text+ Unit 2: Day 17Intro to Response to Text+ Unit 2: Day 18Writers Respond to Questions and Prompts+ Unit 2: Day 13Writers Respond to Questions and Prompts+ Unit 2: Day 20Writers Respond, and Score+ Unit 2: Day 21Read, Reread, Respond, and Score+ Unit 3: Day 08Revising the End+ Unit 3: Day 08Revising the End+ Unit 3: Day 08Revising Para 1+ Unit 3: Day 08Revising Para 2+ Unit 3: Day 08Re			
Revising the EndUnit 3:: Day 10Revising Part 1Unit 3:: Day 01Definitions and DetailsUnit 3:: Day 04S Guare ParagraphsUnit 3:: Day 04S Guare ParagraphsUnit 3:: Day 05Writing Strong ConclusionsUnit 3:: Day 08Writing Strong ConclusionsUnit 3:: Day 08Introducing the RubricUnit 3:: Day 12Formal Writing - Part 1Unit 6:: Day 13Formal Writing - Part 1Unit 6:: Day 14Formal Writing - Part 2Formal Writing - Part 2Formal Writing - Part 2Formal Writing - Part 2EVIDENCE OUTCOMES5.3.2.b.ii.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.(CCSS: W.S.2b)Writing: Unit 2: Day 17Intro to Response to TextUnit 2: Day 18Writers Respond to Questions and PromptsUnit 2: Day 20Writers Respond Through OpinionsUnit 2: Day 21Read, Reread, Respond, and ScoreUnit 3: Day 06Where I LiveUnit 3: Day 08Revising the EndUnit 3: Day 08Revising the EndUnit 3: Day 08Revising Part 1Unit 3: Day 08Revising Part 2Unit 3: Day 08Revising Part 2			
• Unit 3a: Day 10         Revising Part 1         • Unit 3b: Day 01         Definitions and Datalis         • 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         Writing Para 1         • Unit 6: Day 12         Formal Writing - Part 1         • Unit 6: Day 12         Formal Writing - Part 2         EVIDENCE OUTCOMES         5.3.2.b.II.         Develop the topic with facts, definitions, concrete detalls, quotations, or other information and examples related to the topic. (CCSS: W. S.2b)         Writing Class         Writing Sespond to Questions and Prompts         • Unit 2: Day 13         Writers Respond to Reading         • Unit 2: Day 20         Writers Respond to Reading         • Unit 2: Day 21         Read, Respond, and Score         • Unit 3: Day 06         Writers Respond and Score         • Unit 3: Day 06         Writers Respond, and Score         • Unit 3: Day 08         Revising the Eriot         • Unit 3: Day 06         Writers Respond and Score			-
Revising Part 1 Unit 3:: Day 01 Definitions and Details Unit 3:: Day 04 5 Square Paragraphs Unit 3:: Day 04 5 Square Paragraphs Unit 3:: Day 05 Formal Writing Assessment Unit 3:: Day 06 Writing Strong Conclusions Unit 3:: Day 08 Uriting Strong Conclusions Unit 4:: Day 13 Formal Writing - Part 1 Unit 3:: Day 14 Evelop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)EVIDENCE OUTCOMES5.3.2.b.il.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)EVIDENCE OUTCOMES5.3.2.b.il.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)EVIDENCE OUTCOMES5.3.2.b.il.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)EVIDENCE OUTCOMES5.3.2.b.il.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)EVIDENCE OUTCOMES5.3.2.b.il.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)EVIDENCE OUTCOMES5.3.2.b.il.Develop the topic with facts, definitions, concrete details, quotations and Prompts Unit 3: Day 10 Writers Respond to Questions and Prompts Unit 3: Day 03 Hint 3: Day 04 Berninstorming <td></td> <td></td> <td></td>			
• Unit 32: Day 01         Definitions and Details         • Unit 30: Day 04         \$ Square Paragraphs         • Unit 30: Day 07         Formal Writing Assessment         • Unit 30: Day 08         Writing Strong Conclusions         • Unit 6: Day 12         Formal Writing - Part 2         EVIDENCE OUTCOMES         5.3.2.b.il.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: Ws.2b)         WritingCity         • Unit 2: Day 17         Introducing the Report of the concention and examples related to the topic. (CCSS: Ws.2b)         Writina Respond to Questions and Prompts         • Unit 2: Day 19         Writers Respond to Questions and Prompts         • Unit 2: Day 19         Writers Respond, and Score         • Unit 3: Day 06         Writers Respond, and Score         • Unit 3: Day 05         Model the Plan         • Unit 3: Day 06         Writers 100         Writers 100         • Unit 3: Day 06         Writers 100         Writers 100         • Unit 3: Day 06         Writers 100         Writers 100         • Unit 3: Day 0			
Definitions and Details         • Unit 3:: Day 04         5 Square Paragraphs         • Unit 3:: Day 07         Formal Writing Assessment         • Unit 3:: Day 08         Writing Strong Conclusions         • Unit 6: Day 08         Hirtoducing the Rubric         • Unit 6: Day 12         Formal Writing, Part 1         • Unit 6: Day 13         Formal Writing, Part 1         • Unit 6: Day 13         formal Writing, Part 2         EVIDENCE OUTCOMES         5.3.2.b.ii.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)         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, Respond, and Score         • Unit 3:: Day 06         Worlers Keespond, and Score         • Unit 3:: Day 08         Rest, Reread, Respond, and Score         • Unit 3:: Day 06         Worlers Keespond         Model the Plan         • Unit 3:: Day 08         Revising the End         • Unit 3:: Day 01			•
+ Unit 3b: Day 04 5 Square Paragraphs + Unit 3b: Day 07 Formal Writing Assessment 			
S Square Parágraphs         • Unit 3:: Day 07         Formal Writing Assessment         • Unit 3:: Day 08         Writing Strong Conclusions         • Unit 6: Day 03         Introducing the Rubric         • Unit 6: Day 13         Formal Writing . Part 1         • Unit 6: Day 13         Formal Writing . Part 1         • Unit 6: Day 13         Formal Writing . Part 1         • Unit 6: Day 13         Formal Writing . Part 1         • Unit 6: Day 13         formal Writing . Part 1         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 18         Ways Writers Respond to Reading         • Unit 2: Day 18         Wyriters Respond to Questions and Prompts         • Unit 2: Day 11         Read, Respond, and Score         • Unit 3: Day 06         Writers Respond, and Score         • Unit 3: Day 06         Workers Respond, and Score         • Unit 3: Day 08         Reversing the End         • Unit 3: Day 06         Workers Respond Through Opinions         • Unit 3: Day 06         Workers Respond, and Score         • Unit 3: Day 06         Workers Re			
<ul> <li>Unit 3b: Day 07</li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> <li>Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>Unit 6: Day 13</li> </ul> </li> <li>EVIDENCE OUTCOMES <ul> <li>5.3.2.b.ii.</li> </ul> </li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</li> <li>WritingCity <ul> <li>Unit 2: Day 17</li> <li>Intro to Response to Text</li> <li>Unit 2: Day 18</li> <li>Ways Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 20</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 3: Day 04</li> <li>Motional Composition Composition and Score</li> <li>Unit 3a: Day 06</li> <li>Model the Plan</li> <li>Unit 3a: Day 06</li> <li>Model the Plan</li> <li>Unit 3a: Day 06</li> <li>Model the Plan</li> <li>Unit 3a: Day 07</li> </ul> </li> <li>And the Plan</li> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 3a: Day 01</li> <li>Definitions and Details</li> <li>Unit 3a: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 07</li> </ul>			
Formal Writing Assessment         • Unit 3b: Day 08         Writing Strong Conclusions         • Unit 6: Day 10         Formal Writing - Part 1         • Unit 6: Day 12         Formal Writing - Part 1         • Unit 6: Day 13         Formal Writing - Part 2         EVIDENCE OUTCOMES         5.3.2.b.ii.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.S.2b)         WritingCity         • Unit 2: Day 17         Intro Composition of the Response to Text         • Unit 2: Day 17         Intro Composition of the Respond to Reading         • Unit 2: Day 19         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Respond, Through Opinions         • Unit 3: Day 04         Let's Take Five         • Unit 3a: Day 06         Where I Live         • Unit 3a: Day 06         Where I Live         • Unit 3a: Day 08         Revisiting Part 1         • Unit 3a: Day 08         Revisiting Part 1         • Unit 3a: Day 08         Revisiting Part 1         • Unit 3a: Day 01         Revisiting Part 1 <td></td> <td></td> <td></td>			
• Unit 3b: Day 08Writing Strong Conclusions • Unit 6: Day 12Formal Writing - Part 1 • Unit 6: Day 12Formal Writing - Part 2EVIDENCE OUTCOMES5.3.2.b.li.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)WritingCliv • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 3: Day 20 Writers Respond, and Score • Unit 3: Day 04 Let's Take Five • Unit 3: Day 06 Where I Live • Unit 3: Day 08 Revising the End • Unit 3: Day 08 Revising Part 1 • Unit 3: Day 08 Revising Part 1 • Unit 3: Day 08 Revising Part 1 • Unit 3: Day 00 Brainstorming • Unit 3: Day 00 Brainstorming • Unit 3: Day 04 • Unit 3: Day 06 • Where I Live • Unit 3: Day 08 Revising the End • Unit 3: Day 08 Revising Part 1 • Unit 3: Day 08 Revising Part 1 • Unit 3: Day 08 Revising Part 1 • Unit 3: Day 08 Brainstorming • Unit 3: Day 04 • Unit 3: Day 04 • Unit 3: Day 04 Brainstorming • Unit 3: Day 04 • Unit 3: Day 08 Brainstorming • Unit 3: Day 04 • Unit 3: Day 07 • Unit 3: Day 07 • Unit 3: Day 0			
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• Unit 6: Day 08         Introducing the Rubric         • Unit 6: Day 12         Formal Writing - Part 1         • Unit 6: Day 13         Formal Writing - Part 2         EVIDENCE OUTCOMES         5.3.2.b.ii.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.6.2b)         WritingCity         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 19         Writers Respond to Reading         • Unit 2: Day 19         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Reread, Respond, and Score         • Unit 3a: Day 04         Let's Take Five         • Unit 3a: Day 05         Model the Plan         • Unit 3a: Day 08         Revising Part 1         • Unit 3a: Day 08         Revising Part 2         • Unit 3a: Day 01         Revising Part 2         • Unit 3a: Day 04         • Unit 3a: Day 04         • Unit 3a: Day 08         Revising Part 2         • Unit 3a: Day 08         Revising Part 2         • Unit 3b: Day 01         Definitions and Details			
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Formal Writing - Part 1         Formal Writing - Part 2         EVIDENCE OUTCOMES         5.3.2.b.ii.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)         WritingCity         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 19         Writers Respond to Reading         • Unit 2: Day 20         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Reread, Respond, and Score         • Unit 3: Day 02         Read, Reread, Respond, and Score         • Unit 3: Day 04         Let's Take Five         • Unit 3: Day 05         Model the Plan         • Unit 3: Day 06         Where I Live         • Unit 3: Day 08         Revising the End         • Unit 3: Day 08         Revising Part 1         • Unit 3: Day 01         Revising Part 2         • Unit 3: Day 01         Definitions and Details         • Unit 3: Day 01         Revising Part 2         • Unit 3: Day 01         Revising Part 2         • Unit 3: Day 01         Revising Part 2 </td <td></td> <td></td> <td></td>			
• Unit 8: Day 13 Formal Writing - Part 2         EVIDENCE OUTCOMES       5.3.2.b.ii.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSs: W.5.2b)         WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Intro to Respond to Reading • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 20 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 32: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 10 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 \$ Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs			
Formal Writing - Part 2           EVIDENCE OUTCOMES         5.3.2.b.ii.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)           WritingCity         • Unit 2: Day 17           Intro to Response to Text         • Unit 2: Day 19           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 20           Writers 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           • Unit 3a: Day 10         Revising the End           • Unit 3a: Day 11         Revising the End           • Unit 3b: Day 11         Revising the End           • Unit 3b: Day 01         Definitions and Details           • Unit 3b: Day 01         Definitions and Details           • Unit 3b: Day 04         E Square Paragraphs           • Unit 3b: Day 03         S Square Paragraphs			
EVIDENCE OUTCOMES       5.3.2.b.ii.       Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)         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 to Questions and Prompts       • Unit 2: Day 21         Read, Reread, Respond, and Score       • Unit 2: Day 04         Let's Take Five       • Unit 3:: Day 05         Model the Plan       • Unit 3:: Day 06         Where I Live       • Unit 3:: Day 01         Revising the End       • Unit 3:: Day 11         Revising the End       • Unit 3:: Day 11         • Unit 3:: Day 10       Revising Part 1         • Unit 3:: Day 11       Revising Part 2         • Unit 3b: Day 01       Definitions and Details         • Unit 3b: Day 03       5 Square Paragraphs         • Unit 3b: Day 04       5 Square Paragraphs			
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(CCSS: W.5.2b)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 3: Day 04 Let's Take Five • Unit 3: Day 05 Model the Plan • Unit 3: Day 06 Where I Live • Unit 3: Day 07 3 Points • Unit 3: Day 07 3 Points • Unit 3: Day 01 Revising Part 1 • Unit 3: Day 01 Revising Part 1 • Unit 3: Day 01 Definitions and Definitions and Definitions and Defails • Unit 3: Day 01 Definitions and Details • Unit 3: Day 03 For square Paragraphs • Unit 3: Day 04 5 Equare Paragraphs • Unit 3: Day 07			
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<ul> <li>Unit 2: Day 17</li> <li>Intro to Response to Text</li> <li>Unit 2: Day 18</li> <li>Ways Writers Respond to Reading</li> <li>Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 20</li> <li>Writers Respond Through Opinions</li> <li>Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 2: Day 22</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 3: Day 04</li> <li>Lef's Take Five</li> <li>Unit 3: Day 05</li> <li>Model the Plan</li> <li>Unit 3: Day 06</li> <li>Where I Live</li> <li>Unit 3: Day 07</li> <li>3 Points</li> <li>Unit 3: Day 08</li> <li>Revising the End</li> <li>Unit 3: Day 10</li> <li>Revising Part 1</li> <li>Unit 3: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 03</li> <li>S equare Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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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 07 Source • 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 07			
<ul> <li>Unit 3a: Day 04</li> <li>Let's Take Five</li> <li>Unit 3a: Day 05</li> <li>Model the Plan</li> <li>Unit 3a: Day 06</li> <li>Where I Live</li> <li>Unit 3a: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 10</li> <li>Revising the End</li> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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 07			• Unit 3a: Day 04
<ul> <li>Unit 3a: Day 05</li> <li>Model the Plan</li> <li>Unit 3a: Day 06</li> <li>Where I Live</li> <li>Unit 3a: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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 07			
<ul> <li>Unit 3a: Day 06</li> <li>Where I Live</li> <li>Unit 3a: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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			
<ul> <li>Unit 3a: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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			
<ul> <li>Unit 3a: Day 08</li> <li>Revising the End <ul> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 01</li> </ul> </li> <li>Definitions and Details <ul> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>S Square Paragraphs</li> <li>Unit 3b: Day 04</li> <li>S Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul> </li> </ul>			3 Points
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			
<ul> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 04</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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			
<ul> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>Unit 3b: Day 02</li> <li>Brainstorming</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 04</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
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			
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			
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			
Unit 3b: Day 02 Brainstorming     Unit 3b: Day 03     Square Paragraphs     Unit 3b: Day 04     Square Paragraphs     Unit 3b: Day 07			
Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07			
<ul> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 04</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> </ul>			
5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07			
Unit 3b: Day 04     Square Paragraphs     Unit 3b: Day 07			
5 Square Paragraphs • Unit 3b: Day 07			
• Unit 3b: Day 07			
rormai writing Assessment			
Unit 3b: Day 08			
Writing Strong Conclusions			
• Unit 3b: Day 12			• UNIT 3D: Day 12

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	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 • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Textorial Content of the state
5.3.2.b.iii.	Formal Writing - Part 2 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)
	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
5.3.2.b.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
E 2 2 b v	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
5.3.2.D.V.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e) <u>WritingCity</u> • Unit 3a: Day 02

		Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
EVIDENCE OUTCOMES	5.3.3.a.i.	Use punctuation to separate items in a series. (CCSS: L.5.2a)
		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
EVIDENCE OUTCOMES	5.3.3.a.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b) 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
EVIDENCE OUTCOMES	5.3.3.a.iii.	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?). (CCSS: L.5.2c) <u>WritingCity</u> • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
EVIDENCE OUTCOMES	5.3.3.a.iv.	Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d) WritingCity

		a Unit 2: Doy 11
		• 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
EVIDENCE OUTCOMES	5.3.3.a.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
		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 AREA	CO.5.3.	Writing and Composition
		Conventions apply consistently when evaluating written texts.
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts
		Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.b.	Students can: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.b. 5.3.3.b.i.	Students can: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency         • Unit 2: Day 01
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency         • Unit 2: Day 01         Vary Sentences Part 1
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency         • Unit 2: Day 01         Vary Sentences Part 1         • Unit 2: Day 02
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency         • Unit 2: Day 01         Vary Sentences Part 1         • Unit 2: Day 02         Vary Sentences Part 2
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity <ul> <li>Unit 1: Day 05</li> <li>Sentence Fluency</li> <li>Unit 2: Day 01</li> <li>Vary Sentences Part 1</li> <li>Unit 2: Day 02</li> <li>Vary Sentences Part 2</li> <li>Unit 2: Day 03</li> </ul>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity <ul> <li>Unit 1: Day 05</li> <li>Sentence Fluency</li> <li>Unit 2: Day 01</li> <li>Vary Sentences Part 1</li> <li>Unit 2: Day 02</li> <li>Vary Sentences Part 2</li> <li>Unit 2: Day 03</li> <li>Sensory Images</li> </ul>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity <ul> <li>Unit 1: Day 05</li> <li>Sentence Fluency</li> <li>Unit 2: Day 01</li> <li>Vary Sentences Part 1</li> <li>Unit 2: Day 02</li> <li>Vary Sentences Part 2</li> <li>Unit 2: Day 03</li> </ul>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency         • Unit 2: Day 01         Vary Sentences Part 1         • Unit 2: Day 02         Vary Sentences Part 2         • Unit 2: Day 03         Sensory Images         • Unit 2: Day 09         Writing from Experience         • Unit 2: Day 09         Writing commas         • Unit 3a: Day 09
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         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 11         Revising Part 2         • Unit 3a: Day 12         Editing         • Unit 3a: Day 12
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Students can:         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)         WritingCity         • Unit 1: Day 05         Sentence Fluency         • Unit 2: Day 01         Vary Sentences Part 1         • Unit 2: Day 02         Vary Sentences Part 2         • Unit 2: Day 03         Sensory Images         • Unit 2: Day 09         Writing from Experience         • Unit 2: Day 09         Writing form Experience         • 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

		Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
EVIDENCE OUTCOMES	5.3.3.b.ii.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b) WritingCity • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
EVIDENCE OUTCOMES	5.3.3.b.iii.	Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
EVIDENCE OUTCOMES	5.3.3.b.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 09 Using Commas • Unit 3b: Day 09 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

EVIDENCE OUTCOMES	5.3.3.b.v.	Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e) 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 15 Editing • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 4: Day 01 Editing • Unit 5: Day 04
		• Unit 6: Day 15 Editing
CONTENT AREA STANDARD	CO.5.3. 5.3.3.	Writing and Composition Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.c.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • 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 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 14
Revising
• Unit 2: Day 15
Editing
• Unit 2: Day 20
Writers Respond Through Opinions
• Unit 2: Day 21
Read, Reread, Respond, and Score
• Unit 2: Day 22
Read, Reread, Respond, and Score
• Unit 3a: Day 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 09
Using Commas
• 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 09
Revising
Unit 3b: Day 11     Scoring and Publishing
Scoring and Publishing
• Unit 4: Day 01 What is an Opinion Paper?
What is an Opinion Paper? • Unit 4: Day 04
5 Square Paragraph Graphic Organizer • 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     Section and Publiching
Scoring and Publishing
• Unit 4: Day 14
Response to Text: Planning Template
• Unit 4: Day 15
Response to Text: Persuasive Letters
• Unit 5: Day 02
Planning Wheel 1
• Unit 5: Day 04

[]		Mikedia dha Diaso
		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 09
		Editing
		• Unit 5: Day 12
		Response to Historical Fiction Text
		Unit 5: Day 13     Desnance to Uistorical Fistion Taxt
		Response to Historical Fiction Text <ul> <li>Unit 6: Day 05</li> </ul>
		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
CONCEPTS AND SKILLS /	5.3.3.d.	With guidance and support from peers and adults, develop and
EVIDENCE OUTCOMES		strengthen writing as needed by planning, revising, editing,
		rewriting, or trying a new approach. (CCSS: W.5.5)
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas
		• Unit 2: Day 07
		Scoring with a Rubric Part 1
		• Unit 2: Day 08
		Scoring with a Rubric Part 2
		Unit 2: Day 10 Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 13
		Scoring with a Rubric
		• Unit 2: Day 14
		Revising
		• Unit 2: Day 15
		Editing
		• Unit 2: Day 16
		Writing and Reflecting
		Unit 2: Day 17 Intro to Posponso to Toxt
		Intro to Response to Text • Unit 2: Day 18
		Ways Writers Respond to Reading
	H	
		• Unit 2: Day 19
		<ul> <li>Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> </ul>
		• Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20
		Writers Respond to Questions and Prompts
		Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21
		Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score
		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
		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
		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
		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

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

		<ul> <li>Unit 5: Day 08</li> <li>Revising Part 2</li> <li>Unit 5: Day 09</li> <li>Editing</li> <li>Unit 5: Day 10</li> <li>Compare the Past</li> <li>Unit 5: Day 11</li> <li>Rubric and Reflect</li> <li>Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>Unit 6: Day 08</li> </ul>
		<ul> <li>Unit 6: Day 08</li> <li>Introducing the Rubric</li> <li>Unit 6: Day 09</li> <li>The 5 Square Graphic Organizer</li> <li>Unit 6: Day 10</li> <li>Linking Words</li> <li>Unit 6: Day 11</li> <li>Reviewing the Plan</li> <li>Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>Unit 6: Day 13</li> <li>Formal Writing - Part 2</li> <li>Unit 6: Day 14</li> <li>Revising</li> <li>Unit 6: Day 15</li> <li>Editing</li> <li>Unit 6: Day 16</li> <li>Scoring and Publishing</li> </ul>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.e.	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. (CCSS: W.5.6) <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
CONTENT AREA	CO.5.4.	Research and Reasoning
STANDARD	5.4.2.	Identifying and evaluating concepts and ideas have implications and consequences. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.4.2.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
	5.4.2.a.vii.	Apply grade 5 Reading standards to literature (e.g., "Compare and 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]"). (CCSS: W.5.9a) WritingCity
		Unit 2: Day 18 Ways Writers Respond to Reading     Unit 2: Day 19

* Unit 2: Day 21         Read, Resca, Respond, and Score         * Unit 2: Day 22         Read, Reread, Respond, and Score         * Unit 5: Day 10         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         Response to Historical Fiction Text         * Unit 2: Day 17         Intro 16: Response to Informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which reasons and evidence support which the spense to Text into 16: Response to Text into 16: Respond, and Score         • Unit 2: Day 17         Number to Respond to Alguestions and Prompts         • Unit 2: Day 12         Read, Reread, Respond, and Score         • Unit 2: Day 12         Read, Reread, Respond, and Score         • Unit 3: Day 13         Nonfiction Text Features         • Unit 3: Day 14         Nonfiction Text Seatures         • Unit 3: Day 15         Response to Text: Two and Score         • Unit 3: Day 14         Nonfiction Texts and Score         • Unit 4: Day 03 <th></th> <th></th> <th>Writers Deenend to Questions and Dramat-</th>			Writers Deenend to Questions and Dramat-
Read, Reread, Respond, and Score         • Unit 2: Day 10         Compare the Past         • Unit 3: 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         Response to Historical Fiction Text         • Unit 5: Day 13         Response to Historical Fiction Text         • Unit 5: Day 14         Response to Text         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 17         Read, Reread, Respond, and Score         • Unit 2: Day 12         Read, Reread, Respond, and Score         • Unit 3: Day 12         Read, Reread, Respond, and Score         • Unit 3: Day 14         Nonfiction Text Features         • Unit 3: Day 15         Respond to Nofiction Texts and Score         • Unit 3: Day 16         Respond to Nofiction Texts and Score         • Unit 4: Day 02         Parpose angraph Graphic Organizer         • Unit 4: Day 03         S Square Paragraph Graphic Organizer <td></td> <td></td> <td>Writers Respond to Questions and Prompts</td>			Writers Respond to Questions and Prompts
<ul> <li>Unit 2: Day 22</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 5: Day 10</li> <li>Compare the Past</li> <li>Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>Unit 2: Day 13</li> <li>Response to Historical Fiction Text</li> <li>Unit 2: Day 14</li> <li>Response to Text</li> <li>Unit 2: Day 17</li> <li>Response to Text</li> <li>Unit 2: Day 17</li> <li>Resd, Respond, and Score</li> <li>Unit 2: Day 19</li> <li>WritinaCity</li> <li>WritinaCity</li> <li>Unit 2: Day 19</li> <li>WritinaCity</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 11</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 2: Day 12</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 2: Day 12</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 3: Day 02</li> <li>Purpose and Proof</li> <li>Unit 3: Day 14</li> <li>Nonfiction Text Features</li> <li>Unit 3: Day 14</li> <li>Nonfiction Texts and Score</li> <li>Unit 3: Day 14</li> <li>Nonfiction Texts and Score</li> <li>Unit 3: Day 15</li> <li>Respond to Nofiction Texts and Score</li> <li>Unit 3: Day 16</li> <li>Respond to Nofiction Texts and Score</li> <li>Unit 3: Day 16</li> <li>Respond to Nofiction Texts and Score</li> <li>Unit 4: Day 03</li> <li>Siguaro Paragraphs</li> <li>Unit 4: Day 13</li> <li>Response 10 Faxt</li> <li>Unit 4: Day 14</li> <li>Nonfiction Texts and Score</li> <li>Unit 4: Day 13</li> <li>Response 10 Faxt</li> <li>Unit 4: Day 14</li> <li>Rosonse 10 Faxt</li> <li>Unit 4: Day 14</li> <li>Response 10 Faxt</li> <li>Unit 4: Day 14</li> <li>Response 10 Faxt: Planning T</li></ul>			
Read, Respond, and Score         + Unit 5: Day 10         Compare the Past         - Unit 5: Day 12         Response to Historical Fiction Text         EVIDENCE OUTCOMES         5.4.2.a.vili.         Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which reasons and evidence support which reasons and evidence support which Response to Text.         Unit 2: Day 17         Into Response to Text.         - Unit 2: Day 17         Into Response to Text.         - Unit 2: Day 17         Into Response to Text.         - Unit 2: Day 17         Into Response to Text.         - Unit 2: Day 17         Into Respond, and Score         - Unit 2: Day 12         Read, Reread, Respond, and Score         - Unit 3: Day 12         Text Features, Main Ideas, and Details         - 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			
• 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         • Unit 5: Day 13         Response to Historical Fiction Text         • Unit 2: Day 17         • EVIDENCE OUTCOMES         5.4.2.a.viii.         Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)         Writers Respond to Cuestions and Prompts         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 21         Read, Rereq 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 3: Day 14         Respond to Nonfiction Texts and Score         • Unit 3: Day 14         Respond to Nonfiction Texts and Score         • Unit 3: Day 15         Respond to Nonfiction Texts and Score         • Unit 3: Day 14         Respond to Nonfiction Texts and Score			
Compare the Past         Unit 5: Day 12         Response to Historical Fiction Text         Unit 5: Day 13         Response to Historical Fiction Text         EVIDENCE OUTCOMES         5.4.2.a.viii.         Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CSS): W.5.90)         WritingCity         V unit 2: Day 17         Into to Response to Text         Unit 2: Day 13         Writing Respond, and Score         Into to Respond, and Score         Unit 2: Day 22         Read, Reread, Respond, and Score         Int 3: Day 12         Unit 3: Day 12         Text Features, Main Ideas, and Details         Int 3: Day 14         Nonfiction Text Features         Int 3: Day 14         Nonfiction Texts and Score         Int 3: Day 14         Nonfiction Text sead Score         Int 3: Day 14         Nonfiction Texts and Score         Int 3: Day 16         Respond to Nonfiction Texts and Score         Int 4: Day 04         S Square Paragraphs         Int 4: Day 05         FactOpinionChart			
• Unit 5: Day 12         Response to Historical Fiction Text         • Unit 5: Day 13         Response to Historical Fiction Text         EVIDENCE OUTCOMES         5.4.2.a.viii.         Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)         WritingCity         Unit 2: Day 17         Intro to Response to Text         Unit 2: Day 13         Writiers Respond to Questions and Prompts         Unit 2: Day 14         Read, Reread, Respond, and Score         Unit 2: Day 12         Read, Reread, Respond, and Score         Unit 3: Day 12         Purpose and Proof         Unit 3: Day 14         Nonfiction Text Features         Unit 3: Day 15         Respond to Nonfiction Texts and Score         Unit 4: Day 02         FactOpinion T-Chart         Unit 4: Day 03         S Guare Paragraphs         Unit 4: Day 04         Response to Text: Two of a Kind         Unit 4: Day 05         FactOpinion *-Chart         Unit 4: Day 04         Response to Text: Two of a Kind         Unit 4: Day 05 <td></td> <td></td> <td></td>			
• Unit 5: Day 13         Response to Historical Fiction Text         EVIDENCE OUTCOMES         5.4.2.a.viii.         Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence support which pointis in a text, identifying which reasons and evidence support which pointis in a text, identifying which reasons and evidence support which pointight"). (CCSS: W.5.9b)         WritingCity         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 18         WritingRespond to Questions and Prompts         • Unit 2: Day 17         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 13         Nonfiction Text Features         • Unit 3: Day 14         Nonfiction Text Features         • Unit 3: Day 15         Respond to Nonfiction Texts and Score         • Unit 4: Day 12         Fact/Opinion *-Chart         • Unit 4: Day 02         Fact/Opinion *-Chart         • Unit 4: Day 03         S Guare Paragraphs         • Unit 4: Day 13         Response to Text: Two of a Kind         • Unit 4: Day 14			• Unit 5: Day 12
EVIDENCE OUTCOMES       5.4.2.a.viii.       Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]". (CCSS: W.5.9)         WritinaCity       • Unit 2: Day 17         Intro to Response to Text       • Unit 2: Day 17         Intro to Response to Text       • Unit 2: Day 17         Nonfactor       • Unit 2: Day 17         Intro to Response to Text       • Unit 2: Day 21         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 Text Features       • Unit 3b: Day 16         Response to Nonfiction Texts and Score       • Unit 4: Day 03         S Guare Paragraphs       • Unit 4: Day 13         Nonfiction Text Features       • 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 Text: Two of a Kind       • 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 Tex			Response to Historical Fiction Text
EVIDENCE OUTCOMES       6.4.2.a.viii.       Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)         WritincCity       • Unit 2: Day 17         Intro to Response to Text       • Unit 2: Day 14         • Unit 2: Day 14       • Unit 2: Day 12         Read, Reread, Respond, and Score       • Unit 3: Day 12         • Unit 3: Day 12       • 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 3: Day 15         Respont to Nonfiction Texts and Score       • Unit 3: Day 16         Respont to Nonfiction Texts and Score       • Unit 3: Day 16         Respont to Nonfiction Texts and Score       • Unit 3: Day 16         Respont to Nonfiction Texts and Score       • Unit 4: Day 03         S Square Paragraphs       • Unit 4: Day 04         S Square Paragraphs       • Unit 4: Day 13         Responts to Text: Planning Template       • Unit 4: Day 13         Response to Text: Planning Template       • Unit 4: Day 13         Response to Text: Planning Template       • Unit 4: Day 13         Response to Text: Planning Template       • Unit 6: Day 13			
"Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b) Writers Respond to Questions and Prompts <ul> <li>Unit 2: Day 17</li> <li>Intro to Response to Text</li> <li>Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 3: Day 02</li> <li>Purpose and Proof</li> <li>Unit 3b: Day 12</li> <li>Text Features, Main Ideas, and Details</li> <li>Unit 3b: Day 12</li> <li>Text Features, Main Ideas, and Details</li> <li>Unit 3b: Day 14</li> <li>Nonfiction Text Features</li> <li>Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 4b Day 03</li> <li>S Square Paragraph Graphic Organizer</li> <li>Unit 4: Day 03</li> <li>S Square Paragraph Graphic Organizer</li> <li>Unit 4: Day 04</li> <li>S Soure Paragraph Graphic Organizer</li> <li>Unit 4: Day 05</li> <li>Facts and Opinions</li> <li>Unit 4: Day 04</li> <li>Response to Text: Telanning Template</li> <li>Unit 4: Day 13</li> <li>Response to Text: Planning Template</li> <li>Unit 4: Day 13</li> <li>Response to Text: Planning Template</li> <li>Unit 6: Day 04</li> <li>Response to Text: Planning Template</li> <li>Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>Unit 6: Day 05</li> </ul>			Response to Historical Fiction 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 3: Day 02         Purpose and Proof         • Unit 3: Day 12         Text Features, Main Ideas, and Details         • Unit 3b: Day 12         Text Features, Main Ideas, and Details         • Unit 3b: Day 14         Nonfiction Text Features         • Unit 3b: Day 15         Respond to Nonfiction Texts and Score         • Unit 3b: Day 14         Nonfiction Text and Score         • Unit 4: Day 02         FactSophion T-Chart         • Unit 4: Day 03         5 Square Paragraphs         • Unit 4: Day 04         5 Square Paragraph Graphic Organizer         • Unit 4: Day 03         Response to Text: Two of a Kind         • 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 11         What is Historical Fiction Text         • Unit 5: Day 12         Response to Text: Planning Template	EVIDENCE OUTCOMES	5.4.2.a.viii.	"Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence
<ul> <li>Unit 2: Day 17</li> <li>Ihro to Response to Text</li> <li>Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 3: Day 02</li> <li>Purpose and Proof</li> <li>Unit 3: Day 12</li> <li>Toxt Features, Main Ideas, and Details</li> <li>Unit 3b: Day 13</li> <li>Nonfiction Text Peatures</li> <li>Unit 3b: Day 14</li> <li>Nonfiction Text sand Score</li> <li>Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 3b: Day 16</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 4: Day 02</li> <li>FactVoy 100</li> <li>FactVoy 100</li> <li>FactSand Doy 110</li> <li>FactSand</li></ul>			support which point[s]"). (CCSS: W.5.9b)
<ul> <li>Unit 2: Day 17</li> <li>Ihro to Response to Text</li> <li>Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>Unit 3: Day 02</li> <li>Purpose and Proof</li> <li>Unit 3: Day 12</li> <li>Toxt Features, Main Ideas, and Details</li> <li>Unit 3b: Day 13</li> <li>Nonfiction Text Peatures</li> <li>Unit 3b: Day 14</li> <li>Nonfiction Text sand Score</li> <li>Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 3b: Day 16</li> <li>Respond to Nonfiction Texts and Score</li> <li>Unit 4: Day 02</li> <li>FactVoy 100</li> <li>FactVoy 100</li> <li>FactSand Doy 110</li> <li>FactSand</li></ul>			WritingCity
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