#### Main Criteria: Connecticut Core Standards Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5 Correlation Options: Show Correlated

# Connecticut Core Standards Language Arts

Grade: K - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W.K.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.K.1.	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). <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 IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
GRADE LEVEL EXPECTATION	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>WritingCity</u> • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 02 Write Informatively • 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 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment

GRADE LEVEL	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a
EXPECTATION		single event or several loosely linked events, tell about the events
		in the order in which they occurred, and provide a reaction to what
		happened.
		WritingCity
		• Unit 1: Day 06
		Transitional Writer
		• Unit 2a: Day 01
		Picture Planning
		Unit 2a: Day 02
		Draw and Write
		Unit 2a: Day 03
		Draw and Write Part 2 • Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		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
		Even More High Frequency Words <ul> <li>Unit 3a: Day 05</li> </ul>
		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         STANDARD         STATE FRAMEWORK         Production and Distribution of Writing         GRADE LEVEL         EXPECTATION         W.K.5.         With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity         • Unit 4: Day 03         The Best         • Unit 4: Day 04         The Best - Part II         • Unit 4: Day 05         The Best - Part III         • Unit 4: Day 06         The Best - Part V         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 09         State Your Opinion         • Unit 6: Day 01         • Unit 6: Day 03
Poems, Poems, Poems         • Unit 5: Day 02         More, More, More         • Unit 5: Day 04         Write a Rhyme         • Unit 5: Day 05         Color Words Rhymes         DOMAIN / CONTENT         STANDARD         STATE FRAMEWORK         Production and Distribution of Writing         GRADE LEVEL         EXPECTATION         W.K.5.         With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity         • Unit 4: Day 03         The Best         • Unit 4: Day 04         The Best - Part II         • Unit 4: Day 06         The Best - Part III         • Unit 4: Day 08         The Best - Part IV         • Unit 4: Day 08         The Best - Part IV         • Unit 4: Day 08         The Best - Part IV         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 03         Reversing         • Unit 4: Day 03         Revising
• Unit 5: Day 02         More, More, More, More         • Unit 5: Day 04         Write a Rhyme         • Unit 5: Day 05         Color Words Rhymes         BTATE FRAMEWORK         GRADE LEVEL         EXPECTATION         W.K.5.         Witing Standards         GRADE LEVEL         EXPECTATION         W.K.5.         WittingCity         • Unit 4: Day 03         The Best - Part II         • Unit 4: Day 06         The Best - Part III         • Unit 4: Day 06         The Best - Part III         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 03         Rhe Best - Part IV         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 03         Rhe Best - Part V         • Unit 4: Day 08         Your Favorite         • Unit 6: Day 04         More Revising         • Unit 6: Day 04
More, More, More       • Unit 5: Day 04         Write a Rhyme       • Unit 5: Day 05         Color Words Rhymes       Color Words Rhymes         STATE FRAMEWORK       Production and Distribution of Writing         GRADE LEVEL       W.K.5.       With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity       • Unit 4: Day 03         The Best       • Unit 4: Day 04         The Best - Part II       • Unit 4: Day 05         The Best - Part III       • Unit 4: Day 06         The Best - Part III       • Unit 4: Day 06         The Best - Part IV       • Unit 4: Day 07         The Best - Part IV       • Unit 4: Day 08         Your Favorite       • Unit 4: Day 03         The Best - Part IV       • Unit 4: Day 08         Your Favorite       • Unit 6: Day 03         Revising       • Unit 6: Day 03         Revising       • Unit 6: Day 04
• Unit 5: Day 04         Write a Rhyme         • Unit 5: Day 05         Color Words Rhymes         DOMAIN / CONTENT         STATE FRAMEWORK         BRADE LEVEL         EXPECTATION         W.K.5.         With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity         • Unit 4: Day 03         The Best         • Unit 4: Day 04         The Best - Part II         • Unit 4: Day 07         The Best - Part IV         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 03         Rebest - Part IV         • Unit 4: Day 08         Your Favorite         • Unit 6: Day 03         Revising         • Unit 6: Day 04
Write a Rhyme         • Unit 5: Day 05         Color Words Rhymes         DOMAIN / CONTENT         STATE FRAMEWORK         BADE LEVEL         GRADE LEVEL         EXPECTATION         W.K.5.         With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity         • Unit 4: Day 03         The Best         • Unit 4: Day 05         The Best - Part II         • Unit 4: Day 06         The Best - Part III         • Unit 4: Day 07         The Best - Part IV         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 03         Revising         • Unit 6: Day 03
• Unit 5: Day 05 Color Words Rhymes         DOMAIN / CONTENT STANDARD       CT.CC.W.K.       Writing Standards         STATE FRAMEWORK       Production and Distribution of Writing         GRADE LEVEL EXPECTATION       W.K.5.       With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
Color Words Rhymes         DOMAIN / CONTENT STANDARD       CT.CC.W.K.         Writing Standards         STATE FRAMEWORK       Production and Distribution of Writing         GRADE LEVEL EXPECTATION       W.K.5.         WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 06 The Best - Part II • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
DOMAIN / CONTENT STANDARD       CT.CC.W.K.       Writing Standards         STATE FRAMEWORK       Production and Distribution of Writing         GRADE LEVEL EXPECTATION       W.K.5.       With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part 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 6: Day 03 Revising • Unit 6: Day 04 More Revising
STANDARD       Production and Distribution of Writing         GRADE LEVEL EXPECTATION       W.K.5.       With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II       • Unit 4: Day 05 The Best - Part III         • Unit 4: Day 05 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 6: Day 03 Revising       • Unit 6: Day 04 More Revising
GRADE LEVEL EXPECTATION       W.K.5.       With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.         WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
EXPECTATION suggestions from peers and add details to strengthen writing as needed. WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part III • 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
needed. 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 08 Your Favorite • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
<ul> <li>Unit 4: Day 03</li> <li>The Best</li> <li>Unit 4: Day 04</li> <li>The Best - Part II</li> <li>Unit 4: Day 05</li> <li>The Best - Part III</li> <li>Unit 4: Day 06</li> <li>The Best - Part IV</li> <li>Unit 4: Day 07</li> <li>The Best - Part V</li> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 6: Day 03</li> <li>Revising</li> <li>Unit 6: Day 04</li> <li>More Revising</li> </ul>
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 6: Day 03 Revising • Unit 6: Day 04 More Revising
<ul> <li>Unit 4: Day 04</li> <li>The Best - Part II</li> <li>Unit 4: Day 05</li> <li>The Best - Part III</li> <li>Unit 4: Day 06</li> <li>The Best - Part IV</li> <li>Unit 4: Day 07</li> <li>The Best - Part V</li> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 6: Day 03</li> <li>Revising</li> <li>Unit 6: Day 04</li> <li>More Revising</li> </ul>
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 6: Day 03 Revising • Unit 6: Day 04 More Revising
<ul> <li>Unit 4: Day 05</li> <li>The Best - Part III</li> <li>Unit 4: Day 06</li> <li>The Best - Part IV</li> <li>Unit 4: Day 07</li> <li>The Best - Part V</li> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 6: Day 03</li> <li>Revising</li> <li>Unit 6: Day 04</li> <li>More Revising</li> </ul>
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 6: Day 03 Revising • Unit 6: Day 04 More Revising
<ul> <li>Unit 4: Day 06</li> <li>The Best - Part IV</li> <li>Unit 4: Day 07</li> <li>The Best - Part V</li> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 6: Day 03</li> <li>Revising</li> <li>Unit 6: Day 04</li> <li>More Revising</li> </ul>
The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
<ul> <li>Unit 4: Day 07</li> <li>The Best - Part V</li> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 6: Day 03</li> <li>Revising</li> <li>Unit 6: Day 04</li> <li>More Revising</li> </ul>
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
<ul> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 6: Day 03</li> <li>Revising</li> <li>Unit 6: Day 04</li> <li>More Revising</li> </ul>
Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
Unit 4: Day 09 State Your Opinion     Unit 6: Day 03 Revising     Unit 6: Day 04 More Revising
State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising
Unit 6: Day 03 Revising Unit 6: Day 04 More Revising
Revising • Unit 6: Day 04 More Revising
• Unit 6: Day 04 More Revising
More Revising
5
Even More Revising
• Unit 6: Day 08
Another Revising Day
• Unit 6: Day 10
Scoring Research
GRADE LEVEL W.K.6. With guidance and support from adults, explore a variety of digital
EXPECTATION with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with
peers.
WritingCity
• Unit 6: Day 10
Scoring Research
DOMAIN / CONTENT CT.CC.W.K. Writing Standards
STANDARD
STATE FRAMEWORK Research to Build and Present Knowledge
GRADE LEVEL W.K.7. Participate in shared research and writing projects (e.g., explore a
EXPECTATION number of books by a favorite author and express opinions about
them).
WritingCity
• Unit 6: Day 01
Become a Researcher
• Unit 6: Day 02
Continue Researching
• Unit 6: Day 05
Thinking About Topics • Unit 6: Day 06

		More Topics • Unit 6: Day 09 The Checklist
GRADE LEVEL EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL	L.K.1.	Demonstrate command of the conventions of standard English
EXPECTATION		grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters. WritingCity • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write Part 2 • Unit 2a: Day 03 Draw and Write Part 3 • Unit 2a: Day 04 Draw and Write Part 4 • Unit 2a: Day 05 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 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing

<ul> <li>- Unit 2b: Day 03</li> <li>Keep On Writing</li> <li>- Unit 2b: Day 04</li> <li>Write Oni</li> <li>- Unit 2b: Day 05</li> <li>Just Keep Writing</li> <li>- Unit 2b: Day 05</li> <li>Write 7 (light)</li> <li>- Unit 2b: Day 06</li> <li>Write 7 (light)</li> <li>- Unit 2b: Day 07</li> <li>Writer 8 Us</li> <li>- Unit 2b: Day 08</li> <li>The Checklat</li> <li>- Unit 2b: Day 09</li> <li>Scoring Writing</li> <li>- Unit 2b: Day 09</li> <li>Scoring Writing</li> <li>- Unit 3a: Day 01</li> <li>Word Wall</li> <li>- Unit 3a: Day 02</li> <li>- High Frequency Words</li> <li>- Unit 3a: Day 04</li> <li>Word Wall</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3a: Day 05</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3a: Day 05</li> <li>- Unit 3a: Day 05</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3a: Day 05</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3a: Day 05</li> <li>- Unit 3a: Day 04</li> <li>- Unit 3b: Day 05</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 05</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 05</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 05</li> <li>- Unit 3b: Day 04</li> <li>- Unit 3b: Day 05</li> <li>- Color Words Rhymes</li> <li>- Unit 5b: Day 05</li> <li>- Color Words Rhymes</li> <li>- Unit 5b: Day 05</li> <li>- Unit 5b: Day 05</li> <li>- Unit 5b: Day 05</li> <li>- Unit 5b: Day 05<!--</th--><th></th><th></th><th>Unit Ohe Deve 02</th></li></ul>			Unit Ohe Deve 02
<ul> <li>Unit Zb: Day Õ4</li> <li>Write Oni</li> <li>Unit Zb: Day 06</li> <li>Unst Xb: Day 06</li> <li>Write? Right!</li> <li>Unit Zb: Day 07</li> <li>Write? Right!</li> <li>Unit Zb: Day 08</li> <li>The Checklist</li> <li>Unit Zb: Day 09</li> <li>Scoring Writing</li> <li>Unit Zb: Day 09</li> <li>Scoring Worlds</li> <li>Unit Zb: Day 04</li> <li>Even More High Frequency Words</li> <li>Unit Zb: Day 06</li> <li>Time to Write</li> <li>Unit Zb: Day 06</li> <li>Time to Write</li> <li>Unit Zb: Day 09</li> <li>The Pronoun "I"</li> <li>Unit Zb: Day 06</li> <li>Sontence Types</li> <li>Unit 3b: Day 03</li> <li>Write Informatively</li> <li>Unit 3b: Day 04</li> <li>More Nigh Sequences</li> <li>Unit 3b: Day 04</li> <li>More Nigh Sequences</li> <li>Unit 3b: Day 06</li> <li>Sontence Types</li> <li>Unit 3b: Day 07</li> <li>More Sentences</li> <li>Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 3b: Day 04</li> <li>More, More More</li> <li>Unit 3b: Day 04</li> <li>Wore, More</li> <li>Unit 3b: Day 04</li> <li>Unit 3b: Day 05</li></ul>			
Write Oni - Unit 25: Day 05 Just Keep Writing - Unit 25: Day 06 Write? Righti - Unit 25: Day 07 Writers R Us - Unit 25: Day 09 Scoring Writing - Unit 3: Day 01 Word Wall - Unit 3:: Day 01 Word Wall - Unit 3:: Day 02 High Frequency Words - Unit 3:: Day 04 - Unit 3:: Day 05 - Unit 3:: Day 06 - Unit 3:: Day 07 - Unit 3:: Day 06 - Unit 3			
<ul> <li>Unit Zb: Day 06 Just Keep Writing</li> <li>Unit Zb: Day 06 Write? Right!</li> <li>Unit Zb: Day 07 Write? R Us</li> <li>Unit Zb: Day 08 The Checklist</li> <li>Unit Zb: Day 09 Scoring Writing</li> <li>Unit Zb: Day 09 Scoring Writing</li> <li>Unit Zb: Day 09 Word Wall</li> <li>Unit Zb: Day 02 High Frequency Words</li> <li>Unit Zb: Day 04 Even More High Frequency Words</li> <li>Unit Zb: Day 05 High Frequency Word Masters</li> <li>Unit Zb: Day 06 Time to Write</li> <li>Unit Zb: Day 03 New Writing Topics</li> <li>Unit Zb: Day 04 New Writing Topics</li> <li>Unit Zb: Day 04 Nore Information</li> <li>Unit Zb: Day 04 More Information</li> <li>Unit Zb: Day 05 Inform Again</li> <li>Unit Zb: Day 05</li> <li>Inform Again</li> <li>Unit Zb: Day 05</li> <li>Inform Again</li> <li>Unit Zb: Day 06</li> <li>Sentences</li> <li>Unit Zb: Day 07 More Sentences</li> <li>Unit Zb: Day 04 More, More More More, More, More</li> <li>Unit Zb: Day 04 Write a Riymes</li> <li>Unit Sb: Day 04</li> <li>Wore, More, More</li> <li>Unit Sb: Day 04</li> <li>Witte Si Day 04</li> <li>Witte Riymes</li> <li>Unit Sb: Day 04</li> </ul>			
Just Keep Writing • Unit 2b: Day 06 Write? Righti • Unit 2b: Day 07 Writers R Us • 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 04 Even More High Frequency Words • Unit 3a: Day 04 Even Worde 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 "" • Unit 3a: Day 09 The Pronoun "" • Unit 3b: Day 04 Write Informatively • Unit 3b: Day 04 More Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 03 Write a Roy Poems • Unit 3b: Day 03 Poems, Poems, Poems • Unit 3b: Day 04 Wore, More, More • Unit 3b: Day 05 Formal Writing Assessment • Unit 3b: Day 05 Formal Writing Assessment • Unit 3b: Day 06 Even More Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 06 Even More Sentences • Unit 3b: Day 06 Even More Sentences • Unit 3b: Day 06 Wore, More, More, More • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Color Words Rhymes • Unit 5: Da			
Write? Right <sup>1</sup> • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 09 Scoring Writing • Unit 3b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Words • Unit 3a: Day 06 High Frequency Words • Unit 3a: Day 07 Find the Words • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 Write Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhymes • Unit 5: Day 06 Color Words Rhymes •			
<ul> <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 3a: Day 01</li> <li>Word Wall</li> <li>Unit 3a: Day 02</li> <li>High Frequency Words</li> <li>Unit 3a: Day 03</li> <li>More High Frequency Words</li> <li>Unit 3a: Day 04</li> <li>Word Xa: Day 05</li> <li>Unit 3a: Day 05</li> <li>Unit 3a: Day 07</li> <li>Witias Toget</li> <li>Unit 3a: Day 07</li> <li>Witing Toguency Words</li> <li>Unit 3a: Day 08</li> <li>Word Wall</li> <li>Unit 3a: Day 09</li> <li>Unit 3a: Day 00</li> <li>Unit 3a: Day 00</li> <li>Word Waters</li> <li>Unit 3a: Day 00</li> <li>Witing Topics</li> <li>Unit 3a: Day 08</li> <li>New Writing Topics</li> <li>Unit 3a: Day 09</li> <li>The Fronoun "I"</li> <li>Unit 3b: Day 04</li> <li>Words Informatively</li> <li>Unit 3b: Day 04</li> <li>More Information</li> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 09</li> <li>Formal Again</li> <li>Unit 3b: Day 09</li> <li>Formal Again</li> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 3b: Day 03</li> <li>Wore Sentences</li> <li>Unit 3b: Day 04</li> <li>Wore Sentences</li> <li>Unit 3b: Day 03</li> <li>Even More Sentences</li> <li>Unit 3b: Day 04</li> <li>Wore More More</li> <li>Unit 3b: Day 04</li> <li>Wore Sentences</li> <li>Unit 3b: Day 04</li> &lt;</ul>			
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<ul> <li>Unit 3a: Day 08</li> <li>New Writing Topics</li> <li>Unit 3a: Day 09</li> <li>The Pronoun "I"</li> <li>Unit 3a: Day 10</li> <li>The Checklist</li> <li>Unit 3b: Day 03</li> <li>Write Informatively</li> <li>Unit 3b: Day 04</li> <li>More Information</li> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> <li>More Sentences</li> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 01</li> <li>Poems, Poems</li> <li>Unit 5: Day 03</li> <li>Poetry Book</li> <li>Unit 5: Day 04</li> <li>Write 15: Day 04</li> <li>Write 3b: Day 04</li> <li>Unit 5: Day 05</li> <li>Unit 5: Day 04</li> <li>Unit 5: Day 05</li> <li>Unit 5: Day 04</li> <li>Unit 5: Day 04</li> <li>Unit 5: Day 04</li> <li>Write 3b 200</li> <li>More, More</li> <li>Unit 5: Day 03</li> <li>Poetry Book</li> <li>Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>Unit 5: Day 06</li> <li>Opposites</li> </ul>			• Unit 3a: Day 07
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<ul> <li>Unit 3a: Day 09</li> <li>The Pronoun "I"</li> <li>Unit 3b: Day 10</li> <li>The Checklist <ul> <li>Unit 3b: Day 03</li> <li>Write Informatively</li> <li>Unit 3b: Day 04</li> </ul> </li> <li>More Information <ul> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> </ul> </li> <li>Sentence Types <ul> <li>Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>Unit 3b: Day 09</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 5: Day 01</li> <li>Poems, Poems</li> <li>Unit 5: Day 02</li> <li>More, More</li> <li>Unit 5: Day 03</li> </ul> </li> </ul>			
The Pronoun <sup>*</sup> "" • 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 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 06 Opposites			
<ul> <li>Unit 3a: Day 10</li> <li>The Checklist <ul> <li>Unit 3b: Day 03</li> </ul> </li> <li>Write Informatively</li> <li>Unit 3b: Day 04</li> <li>More Information <ul> <li>Unit 3b: Day 05</li> </ul> </li> <li>Inform Again <ul> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> </ul> </li> <li>More Sentences <ul> <li>Unit 3b: Day 09</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 5: Day 02</li> <li>More, More, More</li> <li>Unit 5: Day 03</li> </ul> </li> <li>Poems, Poems</li> <li>Unit 5: Day 02</li> <li>More, More, More</li> <li>Unit 5: Day 04</li> <li>Write a Rhyme</li> <li>Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>Unit 5: Day 06</li> </ul>			
The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 06 Color Words Rhymes • Unit 5: Day 06 Opposites			
<ul> <li>Unit 3b: Day 03</li> <li>Write Informatively <ul> <li>Unit 3b: Day 04</li> </ul> </li> <li>Wore Information <ul> <li>Unit 3b: Day 05</li> </ul> </li> <li>Inform Again <ul> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> </ul> </li> <li>More Sentences <ul> <li>Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>Unit 3b: Day 09</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 5: Day 02</li> <li>More, More, More</li> <li>Unit 5: Day 03</li> <li>Poerty Book</li> <li>Unit 5: Day 04</li> </ul> </li> <li>Write a Rhyme <ul> <li>Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>Unit 5: Day 06</li> </ul> </li> </ul>			
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<ul> <li>Unit 3b: Day 04</li> <li>More Information <ul> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> </ul> </li> <li>More Sentences <ul> <li>Unit 3b: Day 08</li> </ul> </li> <li>Even More Sentences</li> <li>Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> <li>Unit 5: Day 02</li> <li>More, More</li> <li>Unit 5: Day 03</li> <li>Poetry Book</li> <li>Unit 5: Day 04</li> <li>Write a Rhyme</li> <li>Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>Unit 5: Day 06</li> <li>Opposites</li> </ul>			
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 08 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites			
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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 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			
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<ul> <li>Unit 3b: Day 07</li> <li>More Sentences</li> <li>Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 01</li> <li>Poems, Poems</li> <li>Unit 5: Day 02</li> <li>More, More</li> <li>Unit 5: Day 03</li> <li>Poetry Book</li> <li>Unit 5: Day 04</li> <li>Write a Rhyme</li> <li>Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>Unit 5: Day 06</li> <li>Opposites</li> </ul>			
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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			
Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites			
Unit 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			
More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites			
Unit 5: Day 03     Poetry Book     Unit 5: Day 04     Write a Rhyme     Unit 5: Day 05     Color Words Rhymes     Unit 5: Day 06     Opposites			
Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites			
• Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites			
Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites			
Unit 5: Day 05 Color Words Rhymes Unit 5: Day 06 Opposites			
Color Words Rhymes • Unit 5: Day 06 Opposites			
• Unit 5: Day 06 Opposites			
Opposites			
			Opposites
INDICATOR L.K.1(b) Use frequently occurring nouns and verbs.	INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
WritingCity			
• Unit 3a: Day 01			
Word Wall			Word Wall

		<ul> <li>Unit 3a: Day 02</li> <li>High Frequency Words</li> <li>Unit 3a: Day 03</li> <li>More High Frequency Words</li> <li>Unit 3a: Day 04</li> <li>Even More High Frequency Words</li> <li>Unit 3a: Day 05</li> <li>High Frequency Word Masters</li> <li>Unit 3a: Day 06</li> <li>Time to Write</li> <li>Unit 3a: Day 07</li> <li>Find the Words</li> <li>Unit 3a: Day 08</li> <li>New Writing Topics</li> <li>Unit 3a: Day 10</li> <li>The Pronoun "I"</li> <li>Unit 3a: Day 03</li> <li>Write Informatively</li> <li>Unit 3b: Day 04</li> <li>More Information</li> <li>Unit 3b: Day 05</li> <li>Inform Again</li> </ul>
		<ul> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> <li>More Sentences</li> <li>Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 05</li> <li>Color Words Rhymes</li> </ul>
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). <u>WritingCity</u> • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <u>WritingCity</u> • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 08 Reasons to Write • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion

STATE FRAMEWORK		Conventions of Standard English
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities. <u>WritingCity</u> • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
INDICATOR	L.K.1(e)	The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 High Frequency Word Masters • 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 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

GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION		capitalization, punctuation, and spelling when writing.         Capitalize the first word in a sentence and the pronoun I.         WritingCity         • Unit 3a: Day 08         New Writing Topics         • Unit 3a: Day 09         The Pronoum "I"         • Unit 3b: Day 01         Reasons to Write         • 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 04         More Sentences         • Unit 3b: Day 06         Sentence Types         • Unit 3b: Day 07         More Sentences         • Unit 3b: Day 08         Even More Sentences         • Unit 3b: Day 09         Formal Writing Assessment         • Unit 4: Day 02         That's Your Opinion         • Unit 4: Day 03         The Best - Part II         • Unit 4: Day 04         • Unit 4: Day 05         The Best - Part IV         • Unit 4: Day 08         Your Favorite         • Unit 4: Day 09         State Your Opinion
		Opposites
		Unit 6: Day 06 More Topics
		• Unit 6: Day 10
INDICATOR		Scoring Research
	L.K.2(b)	Recognize and name end punctuation.

		WritingCity
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 01
		Reasons to Write
		Unit 3b: Day 02
		Informative Writing
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04 More Information
		Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 4: Day 01
		Reasons to Write
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04
		The Best - Part II
		• Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06
		The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10
		The Checklist
		• Unit 5: Day 01
		Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
		• Unit 6: Day 06
		More Topics
		• Unit 6: Day 10
		Scoring Research
	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds
INDICATOR	L.N.4(6)	(phonemes).
		(phonemes).
		WritingCity

• Unit 1: Day 01
Becoming a Writer
• Unit 1: Day 02
Pre-Writer
• Unit 1: Day 03
Early Writer
• Unit 1: Day 04
Emergent Writer
• Unit 1: Day 05
Developing Writer
• Unit 1: Day 06
Transitional Writer
• Unit 2a: Day 01
Picture Planning
• Unit 2a: Day 02
Draw and Write
• Unit 2a: Day 03
Draw and Write Part 2
• Unit 2a: Day 04
Draw and Write Part 3
• Unit 2a: Day 05
Draw and Write Part 4
• Unit 2a: Day 06
Draw and Write Part 5
• Unit 2a: Day 07
Draw and Write Part 6
• Unit 2a: Day 08
Glows and Grows
• Unit 2a: Day 09
Find the Glows and Grows
• Unit 2a: Day 10
Let's Write
• Unit 2b: Day 01
Writing on Your Own
• Unit 2b: Day 02
Sharing Your Writing
• Unit 2b: Day 03
Keep On Writing
• Unit 2b: Day 04
Write On!
• Unit 2b: Day 05
Just Keep Writing
• Unit 2b: Day 06
Write? Right!
• Unit 2b: Day 07
Writers R Us
• Unit 2b: Day 08
The Checklist
• Unit 2b: Day 09
Scoring Writing
• Unit 3a: Day 01
Word Wall
• Unit 3a: Day 02
High Frequency Words
• 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
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-
		letter relationships.
		WritingCity
		WritingCity • Unit 3a: Day 01
		WritingCity • Unit 3a: Day 01 Word Wall
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words
		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
		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
		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
		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
		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
		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
		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
		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
		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 05 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08
		WritingCity         • Unit 3a: Day 01         Word Wall         • Unit 3a: Day 02         High Frequency Words         • Unit 3a: Day 03         More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 06         Time to Write         • Unit 3a: Day 07         Find the Words         • Unit 3a: Day 08         New Writing Topics
		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
		WritingCity         • Unit 3a: Day 01         Word Wall         • Unit 3a: Day 02         High Frequency Words         • Unit 3a: Day 03         More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 06         Time to Write         • Unit 3a: Day 07         Find the Words         • Unit 3a: Day 08         New Writing Topics
		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
		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 05 Time to Write • 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"
		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 05 Time to Write • 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
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • 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
		WritingCity         • Unit 3a: Day 01         Word Wall         • Unit 3a: Day 02         High Frequency Words         • Unit 3a: Day 03         More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 06         Time to Write         • Unit 3a: Day 07         Find the Words         • Unit 3a: Day 08         New Writing Topics         • Unit 3a: Day 09         The Pronoun "I"         • Unit 3a: Day 03         Write Informatively
		WritingCity         • Unit 3a: Day 01         Word Wall         • Unit 3a: Day 02         High Frequency Words         • Unit 3a: Day 03         More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 06         Time to Write         • Unit 3a: Day 07         Find the Words         • Unit 3a: Day 08         New Writing Topics         • Unit 3a: Day 09         The Pronoun "I"         • Unit 3a: Day 03         Write Informatively         • Unit 3b: Day 04
		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 03         Write Informatively         • Unit 3b: Day 04
		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 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 03         Write Informatively         • Unit 3b: Day 04         More Information         • Unit 3b: Day 05
		WritingCity         • Unit 3a: Day 01         Word Wall         • Unit 3a: Day 02         High Frequency Words         • Unit 3a: Day 03         More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 06         Time to Write         • Unit 3a: Day 07         Find the Words         • Unit 3a: Day 08         New Writing Topics         • Unit 3a: Day 09         The Pronoun "I"         • Unit 3a: Day 03         Write Informatively         • Unit 3b: Day 03         Write Informatively         • Unit 3b: Day 05         Inform Again
		WritingCity• Unit 3a: Day 01Word Wall• Unit 3a: Day 02High Frequency Words• Unit 3a: Day 03More High Frequency Words• Unit 3a: Day 04Even More High Frequency Words• Unit 3a: Day 05High Frequency Word Masters• Unit 3a: Day 06Time to Write• Unit 3a: Day 07Find the Words• Unit 3a: Day 08New Writing Topics• Unit 3a: Day 09The Pronoun "I"• Unit 3a: Day 10The Checklist• Unit 3b: Day 03Write Informatively• Unit 3b: Day 05Inform Again• Unit 3b: Day 06
		WritingCity• Unit 3a: Day 01Word Wall• Unit 3a: Day 02High Frequency Words• Unit 3a: Day 03More High Frequency Words• Unit 3a: Day 04Even More High Frequency Words• Unit 3a: Day 05High Frequency Word Masters• Unit 3a: Day 06Time to Write• Unit 3a: Day 07Find the Words• Unit 3a: Day 08New Writing Topics• Unit 3a: Day 09The Pronoun "I"• Unit 3a: Day 03Write Informatively• Unit 3b: Day 04More Information• Unit 3b: Day 05Inform Again• Unit 3b: Day 06Sentence Types
		WritingCity• Unit 3a: Day 01Word Wall• Unit 3a: Day 02High Frequency Words• Unit 3a: Day 03More High Frequency Words• Unit 3a: Day 04Even More High Frequency Words• Unit 3a: Day 05High Frequency Word Masters• Unit 3a: Day 06Time to Write• Unit 3a: Day 07Find the Words• Unit 3a: Day 08New Writing Topics• Unit 3a: Day 09The Pronoun "I"• Unit 3a: Day 10The Checklist• Unit 3b: Day 03Write Informatively• Unit 3b: Day 05Inform Again• Unit 3b: Day 06

		Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 04 Write a Rhyme Unit 6: Day 10 Scoring Research
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). WritingCity • Unit 5: Day 06

#### Connecticut Core Standards

#### Language Arts

## Grade: 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(g)	Recognize and read grade-appropriate irregularly spelled words. <u>WritingCity</u> • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Editing

DOMAIN / CONTENT STANDARD	CT.CC.W.1.	• 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 Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>WritingCity</u> • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 12 Revising the Assessment Writing
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 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 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09

		Concluding Statement • Unit 3: Day 10
		Pronouns • Unit 3: Day 11
		Sarah Went to the Museum
		Unit 3: Day 12 Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing
GRADE LEVEL	W.1.3.	Write narratives in which they recount two or more appropriately
EXPECTATION		sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense
		of closure.
		WritingCity
		• Unit 2a: Day 01
		Engaging Topics • Unit 2a: Day 02
		Plan and Write
		• Unit 2a: Day 03 Topics and Planning
		• Unit 2a: Day 04
		The Hook
		• Unit 2a: Day 05 The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing • Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write • Unit 2a: Day 09
		Exclamation!
		Unit 2a: Day 10 Questions?
		• Unit 2a: Day 11
		Voice Through Humor
		• Unit 2a: Day 12 Recounting Events
		• Unit 2a: Day 13
		The Checklist
		Unit 2a: Day 14 Score with a Rubric
		• Unit 2b: Day 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
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL	W.1.5.	With guidance and support from adults, focus on a topic, respond
EXPECTATION		to questions and suggestions from peers, and add details to strengthen writing as needed.
		ononghion writing to noodod.
		WritingCity <ul> <li>Unit 2b: Day 10</li> </ul>
		Revising
		• Unit 2b: Day 11
		Applying the Focus Skills • Unit 2b: Day 12
		Revising with a Peer
		• Unit 2b: Day 13
		Revising Questions • Unit 2b: Day 15
		Writing Assessment
		• Unit 3: Day 15
		Revising • Unit 3: Day 16
		Publishing and Sharing
		Unit 4: Day 07
		Adding Details • Unit 4: Day 08
		Revising with a Peer
		Unit 4: Day 12 Revising the Assessment Writing
		• Unit 5: Day 03
		Revising a Peer's 4 W Piece
		• Unit 5: Day 05 The Candy House
		• Unit 5: Day 11
		Revising the Assessment Piece
		• Unit 6: Day 03 What Will You Need?
		• Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05 Glows and Grows

GRADE LEVEL EXPECTATION	W.1.6.	<ul> <li>Unit 6: Day 06</li> <li>Review Focus Skills</li> <li>Unit 6: Day 07</li> <li>Assessment Writing</li> <li>Unit 6: Day 08</li> <li>Finishing the Assessment</li> <li>Unit 6: Day 09</li> <li>Answering the Revising Question</li> <li>Unit 6: Day 10</li> <li>Editing Checklist</li> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>
		WritingCity • Unit 6: Day 10 Editing Checklist
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <u>WritingCity</u> • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 05 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 02 What Will You Need? • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 04 Review Focus Skills • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
DOMAIN / CONTENT	CT.CC.L.1.	Language Standards
STANDARD STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL	L.1.1.	Demonstrate command of the conventions of standard English
EXPECTATION		grammar and usage when writing or speaking.
INDICATOR	L.1.1(a)	Print all upper- and lowercase letters. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05
INDICATOR	L.1.1(b)	The Doctor's Office           Use common, proper, and possessive nouns.
		WritingCity• Unit 2b: Day 06Nouns• Unit 2b: Day 07Glows and Grows• Unit 2b: Day 08Temporal Words• Unit 2b: Day 09First, Second, Third• Unit 2b: Day 11Applying the Focus Skills• Unit 2b: Day 12Revising with a Peer• Unit 2b: Day 13Revising Questions• Unit 2b: Day 14Remembering the Focus Skills• Unit 3: Day 03Nouns• Unit 3: Day 04What is a Fact?• Unit 3: Day 05Planning for Informative Writing• Unit 3: Day 12Adding a Conclusion• Unit 3: Day 13Planning the Writing Assessment• Unit 3: Day 14Informative/Explanatory Writing• Unit 6: Day 01"How To"• Unit 6: Day 02The "How To" Plan• Unit 6: Day 03
INDICATOR	L.1.1(c)	What Will You Need?         Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).         WritingCity <ul> <li>Unit 3: Day 11</li> <li>Sarah Went to the Museum</li> <li>Unit 3: Day 13</li> <li>Planning the Writing Assessment</li> <li>Unit 3: Day 14</li> <li>Informative/Explanatory Writing</li> </ul>

		<ul> <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>
INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). <u>WritingCity</u> • 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
INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). WritingCity • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 6: Day 04 Verb Tenses • Unit 6: Day 07 Assessment Writing

		• Unit 6: Day 08
		Finishing the Assessment
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
		WritingCity • Unit 4: Day 05
		Adjectives
		• Unit 4: Day 06
		Reviewing the Focus Skills
		Unit 4: Day 07
		Adding Details <ul> <li>Unit 4: Day 08</li> </ul>
		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
INDICATOR	L.1.1(g)	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
		WritingCity
		Unit 3: Day 12     Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing
		Unit 4: Day 06
		Reviewing the Focus Skills
		• Unit 4: Day 11
		Assessment Writing
INDICATOR	L.1.1(h)	Use determiners (e.g., articles, demonstratives).
		WritingCity
		• Unit 6: Day 02 The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
		WritingCity • Unit 4: Day 02
		Prepositions
		• Unit 4: Day 03
		Stating your Opinion
		Unit 4: Day 04 Using Propositions
		Using Prepositions <ul> <li>Unit 4: Day 09</li> </ul>
		Writing with Prepositions
		• Unit 4: Day 10
		The Best Thing to Do With a Friend
		Unit 4: Day 11 Assessment Writing
		Mooroollittii Willing

INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <u>WritingCity</u> • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(a)	Capitalization, punctuation, and spenning when writing.         Capitalize dates and names of people.         WritingCity         • Unit 2a: Day 03         Topics and Planning         • Unit 2a: Day 07         Including Characters         • Unit 2a: Day 08         Picture, Plan and Write         • Unit 2a: Day 09         Exclamation!         • Unit 2a: Day 10         Questions?         • Unit 2a: Day 11         Voice Through Humor         • Unit 2a: Day 14         Score with a Rubric         • Unit 2b: Day 04         Remembering End Punctuation         • Unit 2b: Day 04         Remembering the Pocus Skills         • Unit 2b: Day 14         Remembering the Focus Skills         • Unit 3: Day 03         Nouns         • Unit 3: Day 04         What is a Fact?         • Unit 3: Day 05         Planning for Informative Writing         • Unit 3: Day 06         Writing to Inform         • Unit 3: Day 07         Introductory Sentence         • Unit 3: Day 08         Past Tense Verbs         • Unit 3: Day 14         Informative/Explanatory Writing

		The Candy House
		• Unit 5: Day 07 Editing
		• Unit 5: Day 08
		The Editing Checklist
		Unit 5: Day 09 Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 02
		The "How To" Plan
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
		WritingCity  • Unit 2a: Day 08
		Picture, Plan and Write
		• Unit 2a: Day 09
		Exclamation!
		• Unit 2a: Day 10
		Questions? • Unit 2a: Day 11
		Voice Through Humor
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling
		Unit 2b: Day 04 Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 14
		Remembering the Focus Skills
		Unit 4: Day 02 Prepositions
		• Unit 4: Day 03
		Stating your Opinion
		• Unit 4: Day 04
		Using Prepositions
		Unit 4: Day 09 Writing with Prepositions
		• Unit 4: Day 10
		The Best Thing to Do With a Friend
		• Unit 4: Day 11
		Assessment Writing
		• Unit 5: Day 05 The Candy House
		• Unit 5: Day 07
		Editing
		• Unit 5: Day 08
		The Editing Checklist
		Unit 5: Day 09 Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 10
	L.1.2(c)	Editing Checklist Use commas in dates and to separate single words in a series.
	E.1.2(V)	
		WritingCity
		Unit 3: Day 09 Concluding Statement
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14

		Informative/Explanatory Writing
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
		• Unit 6: Day 04 Verb Tenses
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		WritingCity
		• Unit 1: Day 01
		Learn More About Writing
		• Unit 1: Day 02
		We Are Writers • Unit 1: Day 03
		Sound Card Bingo
		• Unit 1: Day 04
		Transitional Writer
		• Unit 1: Day 05
		People and Events
		Unit 1: Day 06 Things and Disease
		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
		• Onit 20: 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
		Using the offectilist

		Unit 6: Day 10 Editing Checklist
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		WritingCity • Unit 1: Day 01 Learn More About Writing
		• Unit 1: Day 02 We Are Writers
		• Unit 1: Day 03 Sound Card Bingo
		• Unit 1: Day 04 Transitional Writer
		• Unit 1: Day 05 People and Events
		• Unit 1: Day 06 Things and Places
		• Unit 2a: Day 03 Topics and Planning
		• Unit 2a: Day 04 The Hook
		• Unit 2a: Day 05 The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing • Unit 2a: Day 07 Including Characters
		Including Characters • Unit 2a: Day 08
		Picture, Plan and Write • Unit 2a: Day 12
		<ul> <li>Recounting Events</li> <li>Unit 2a: Day 13</li> </ul>
		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
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy). <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
INDICATOR	L.1.5(d)	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. <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <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

### **Connecticut Core Standards**

## Language Arts

## Grade: 2 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W.2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <u>WritingCity</u> • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words • Unit 4: Day 03 Reflexive Pronouns

		• Unit 4: Day 04
		Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning
		• Unit 4: Day 08
		Contractions
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 10
		Writing a Letter
		• Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
GRADE LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic,
EXPECTATION		use facts and definitions to develop points, and provide a
_		concluding statement or section.
		WritingCity
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		• Unit 3a: Day 02
		Plural Nouns
		• Unit 3a: Day 03
		2 Paragraph Planning
		• Unit 3a: Day 04
		Writing 2 Paragraphs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 08
		Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 10
		Revising Checklist
		• Unit 3a: Day 11
		Formal Writing Assessment: Plan
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3b: Day 01
		Facts and Opinions
		• Unit 3b: Day 02
		Defining Nouns
		Unit 3b: Day 03     Defining Nature Port 2
		Defining Nouns Part 2
		• Unit 3b: Day 04
		Writing a Conclusion
		• Unit 3b: Day 05
		Varying Sentences
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 12
	11	Formal Writing Assessment: Planning
		Formal Writing Assessment: Planning

		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1  • Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 3b: Day 17
		Formal Writing Assessment: Publishing <ul> <li>Unit 6: Day 06</li> </ul>
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		Unit 6: Day 08
		Formal Writing Assessment Part 1 <ul> <li>Unit 6: Day 09</li> </ul>
		Formal Writing Assessment Part 2
GRADE LEVEL	W.2.3.	Write narratives in which they recount a well-elaborated event or
EXPECTATION	VV.2.J.	short sequence of events, include details to describe actions,
_		thoughts, and feelings, use temporal words to signal event order,
		and provide a sense of closure.
		WritingCity
		WritingCity  • Unit 1: Day 02
		Traits: Ideas
		• Unit 1: Day 03
		Traits: Organization
		• Unit 1: Day 04
		Traits: Voice • Unit 1: Day 06
		Traits: Word Choice
		• Unit 2: Day 01
		Narrative Writing: BME
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs • Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		Unit 2: Day 06     Newstring Writing: Revising to add Thoughts and Ecolings
		Narrative Writing: Revising to add Thoughts and Feelings <ul> <li>Unit 2: Day 07</li> </ul>
		Narrative Writing: Adjectives and Adverbs
		• Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1
		Unit 2: Day 09     Norrective Writing: Temporel Words Day 2
		Narrative Writing: Temporal Words Day 2 <ul> <li>Unit 2: Day 11</li> </ul>
		Narrative Writing: Formal Writing Assessment Day 1
		• Unit 2: Day 12
		Narrative Writing: Formal Writing Assessment Day 2
		• Unit 5: Day 01 Planning with a Story Strip Day 1
		Unit 5: Day 02
		Planning with a Story Strip Day 2
		• Unit 5: Day 03
		Writing in the Past Tense Day 1
		<ul> <li>Unit 5: Day 04</li> <li>Writing in the Past Tense and Using Plural Nouns</li> </ul>
		• Unit 5: Day 05
		Adjectives
		• Únit 5: Day 06
		Possessive and Plural Nouns
		Unit 5: Day 09 Formal Writing Assessment: Planning
		Unit 5: Day 10
L	L	

		Formal Writing Assessment
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		• Unit 5: Day 12
		Using Temporal Words
DOMAIN / CONTENT STANDARD	CT.CC.W.2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		WritingCity • Unit 1: Day 01
		Getting Ready to Write: Topics • Unit 2: Day 05
		Narrative Writing: Revising by Adding Details <ul> <li>Unit 3a: Day 01</li> </ul>
		Introducing the 2 Paragraph Planning Sheet <ul> <li>Unit 3a: Day 02</li> </ul>
		Plural Nouns • Unit 3a: Day 03
		2 Paragraph Planning • Unit 3a: Day 04
		Writing 2 Paragraphs • Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		Unit 3a: Day 06 Revising Checklist
		• Unit 3a: Day 07
		Glows and Grows
		Unit 3a: Day 08 Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		Unit 3a: Day 10 Revising Checklist
		• Unit 3a: Day 11
		Formal Writing Assessment: Plan
		Unit 3a: Day 12 Formal Writing Assessment
		• Unit 3a: Day 13
		Scoring with a Rubric
		Unit 3b: Day 01 Facts and Opinions
		• Unit 3b: Day 02
		Defining Nouns
		Unit 3b: Day 03
		Defining Nouns Part 2 • Unit 3b: Day 04
		Writing a Conclusion
		• Unit 3b: Day 05
		Varying Sentences
		Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		Unit 3b: Day 08     Revising with a Checklist
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 10 Writing 2 Paragraphs
		• Unit 3b: Day 11
		Editing

		7
		• 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
		<ul> <li>Unit 4: Day 04 Revising and Editing with a Checklist</li> </ul>
		• 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
		<ul> <li>Unit 6: Day 06</li> <li>4 Paragraph Planning SheetPart 1</li> </ul>
		• 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
GRADE LEVEL	W.2.6.	With guidance and support from adults, use a variety of digital tools
EXPECTATION		to produce and publish writing, including in collaboration with
	11	peers.
		pooron
		<u>WritingCity</u>

	1	a Unit 4: Doy 44
		<ul> <li>Unit 4: Day 14</li> <li>Formal Writing Assessment: Publishing</li> <li>Unit 5: Day 13</li> <li>Formal Writing Assessment: Scoring with a Rubric</li> <li>Unit 6: Day 12</li> </ul>
		Formal Writing Assessment: Publishing
DOMAIN / CONTENT STANDARD	CT.CC.W.2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). WritingCity
		<ul> <li>Unit 6: Day 01</li> <li>Writing Definitions</li> <li>Unit 6: Day 02</li> <li>Collective Nouns</li> <li>Unit 6: Day 03</li> <li>Adjectives</li> </ul>
		<ul> <li>Unit 6: Day 05</li> <li>Research Resources</li> <li>Unit 6: Day 06</li> <li>4 Paragraph Planning SheetPart 1</li> </ul>
		• Unit 6: Day 07     4 Paragraph Planning SheetPart 2
GRADE LEVEL	W.2.8.	Recall information from experiences or gather information from
EXPECTATION		provided sources to answer a question. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 07 4 Paragraph Planning SheetPart 2
DOMAIN / CONTENT STANDARD	CT.CC.L.2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL	L.2.1.	Demonstrate command of the conventions of standard English
EXPECTATION		grammar and usage when writing or speaking.

INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
	L.2. 1(d)	ose conective nouns (e.g., group).
		WritingCity
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
		<ul> <li>Unit 6: Day 10</li> <li>Formal Writing Assessment: Revising and Editing</li> </ul>
	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet,
INDICATOR	L.2.1(D)	children, teeth, mice, fish).
		WritingCity
		Unit 3a: Day 02
		Plural Nouns • Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 12
		Formal Writing Assessment
		Unit 3b: Day 02     Defining Nouns
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		Unit 5: Day 10 Formal Writing Assessment
		• Unit 6: Day 02
		Collective Nouns
INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
		WritingCity
		• Unit 4: Day 03
		Reflexive Pronouns <ul> <li>Unit 4: Day 04</li> </ul>
		Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning • Unit 4: Day 08
		Contractions
		• Unit 4: Day 09
		Revising and Editing
		Unit 4: Day 11     Formel Writing Accomments Diamaing
		Formal Writing Assessment: Planning <ul> <li>Unit 4: Day 12</li> </ul>
		Formal Writing Assessment
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
		WritingCity
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		• Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details

		Unit 2: Day 10     Narrative Writing: Review Focus Skills Scavenger Hunt     Unit 5: Day 02     Review Strip Day 2
		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 <ul> <li>Unit 5: Day 10</li> </ul>
		Formal Writing Assessment
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending
		on what is to be modified.
		WritingCity
		• Unit 1: Day 04 Traits: Voice
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs <ul> <li>Unit 3a: Day 06</li> </ul>
		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     Bessessive and Bluvel Neuroe
		Possessive and Plural Nouns • Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 09
		Formal Writing Assessment: Planning <ul> <li>Unit 5: Day 10</li> </ul>
		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 Accessment Part 2
		Formal Writing Assessment Part 2 <ul> <li>Unit 6: Day 10</li> </ul>
		Formal Writing Assessment: Revising and Editing
INDICATOR	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
		WritingCity
		• Unit 1: Day 05
		Traits: Sentence Fluency
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 08 Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment • Unit 3b: Day 05
		- Onic SD. 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
DOMAIN / CONTENT STANDARD	CT.CC.L.2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(a)	Capitalize holidays, product names, and geographic names. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
INDICATOR	L.2.2(b)	Use commas in greetings and closings of letters. 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
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12

		Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 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
INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage- ->badge; boy>boil). <u>WritingCitv</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
INDICATOR	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <u>WritingCity</u> • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
DOMAIN / CONTENT STANDARD	CT.CC.L.2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.2.4(e)	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <u>WritingCity</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns

Connecticut Core Standards Language Arts

		Grade: <b>3</b> - Adopted: <b>2010</b>
DOMAIN / CONTENT STANDARD	CT.CC.RL.3.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		WritingCity • Unit 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
GRADE LEVEL EXPECTATION	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity
		<ul> <li>Unit 5: Day 18</li> <li>Activate Thinking in Traditional Literature</li> <li>Unit 5: Day 19</li> <li>Responses to Text: Comparing Morals</li> </ul>
		Unit 5: Day 20     Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Provide Providend Score
DOMAIN / CONTENT	CT.CC.RL.3.	Read, Reread, Respond and Score Reading Standards for Literature
STANDARD		
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>WritingCity</u> Unit 5: Day 19 Responses to Text: Comparing Morals
		Unit 5: Day 20     Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		WritingCity

		• Unit 5: Day 18
GRADE LEVEL	RL.3.6.	Activate Thinking in Traditional Literature
EXPECTATION	KL.3.0.	Distinguish their own point of view from that of the narrator or those of the characters.
		WritingCity
		Unit 2: Day 18 Writers Respond to Questions and Prompts
DOMAIN / CONTENT	CT.CC.RL.3.	Reading Standards for Literature
STANDARD	o no o ne o ne o	
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
		WritingCity
		• Unit 2: Day 16 Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES
		<ul> <li>Unit 2: Day 20</li> <li>Read, Reread, Respond and Score</li> </ul>
		• Unit 2: Day 21
		Read, Reread, Respond and Score
DOMAIN / CONTENT STANDARD	CT.CC.RI.3.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		WritingCity • Unit 3b: Day 15
		3-2-1- Highlight! • Unit 3b: Day 16
		Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response • Unit 3b: Day 18
		Scoring a Response
		Unit 4: Day 12
		Response to Text- A Taste of Two  • Unit 4: Day 13
		Response to Text- Comparing Two Texts
		Unit 4: Day 14 Response to Text- A Persuasive Letter
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
		WritingCity
		• Unit 3b: Day 16
		Vocabulary in a Text • Unit 3b: Day 17
		Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response • Unit 4: Day 12
		Response to Text- A Taste of Two
		Unit 4: Day 13 Response to Text- Comparing Two Texts
DOMAIN / CONTENT	CT.CC.RI.3.	Reading Standards for Informational Text
STANDARD	61.00.MI.J.	
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>WritingCity</u> • 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
GRADE LEVEL EXPECTATION	RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <u>WritingCity</u> • 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
DOMAIN / CONTENT STANDARD	CT.CC.RI.3.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <u>WritingCity</u> • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two
GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. <u>WritingCity</u> • Unit 4: Day 13 Response to Text- Comparing Two Texts
DOMAIN / CONTENT STANDARD	CT.CC.RI.3.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <u>WritingCity</u>

		• Unit 4: Day 12
		Response to Text- A Taste of Two
		• Unit 4: Day 13
		Response to Text- Comparing Two Texts
DOMAIN / CONTENT STANDARD	CT.CC.RF.3.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
	ιτι .σ(α)	WritingCity         • Unit 2: Day 16         Intro to Response Writing         • Unit 2: Day 17         Off to the RACES         • Unit 2: Day 20         Read, Reread, Respond and Score         • Unit 2: Day 21         Read, Reread, Respond and Score         • Unit 4: Day 12         Response to Text- A Taste of Two         • Unit 4: Day 13         Response to Text- Comparing Two Texts
DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view
EXPECTATION		with reasons.
INDICATOR	W.3.1(a)	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <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
INDICATOR	W.3.1(c)	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <u>WritingCity</u> • 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
INDICATOR	W.3.1(d)	Provide a concluding statement or section. <u>WritingCity</u> • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 02 Becoming Experts • Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 01 Formal Writing Assessment • Unit 3b: 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 08 5 Square Planning Sheet • Unit 6: Day 08

	1	
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
		WritingCity
		• Unit 3a: Day 01
		Informational Writing
		• Unit 3a: Day 02
		Paragraphing and Structure
		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 06
		Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		Unit 3a: Day 10 Teacher Medaling and Planning
		Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12 Povising with A P M S
		Revising with A.R.M.S. • Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 02
		Becoming Experts
		• Unit 3b: Day 03
		Facts, Definitions, and Details
		• Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
	11	Guided Notes Journal
		• Unit 6: Day 07

		E Square Planning Shoot
		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
INDICATOR	W.3.2(c)	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
		WritingCity
		• Unit 3a: Day 06
		Paragraphs and Linking Words <ul> <li>Unit 3a: Day 07</li> </ul>
		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 Boody: Set Write
		Ready, Set, Write! • Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	W.3.2(d)	Provide a concluding statement or section.
		WritingCity
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		Unit 3a: Day 10 Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		Unit 3b: Day 07 Revisiting Conclusions
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards
		Text Types and Purposes
STATE FRAMEWORK		
STATE FRAMEWORK GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

		WritingCity• Unit 1: Day 026 Traits: Ideas• Unit 1: Day 036 Traits: Organization• Unit 2: Day 04Using Dialogue to Develop Characters• Unit 2: Day 05Sequencing and Linking Words• Unit 2: Day 06Writing with Emotion• Unit 2: Day 07Writing the Whole Story• Unit 2: Day 08Planning• Unit 2: Day 09How to Bait a Reader• Unit 2: Day 10Catchy Closures• Unit 2: Day 12Writing From Experience• Unit 2: Day 14RevisingGlows and Grows• Unit 5: Day 03Planning Wheels• Unit 5: Day 04What is a Fable?• Unit 5: Day 05Planning Wheels• Unit 5: Day 04Bele Planning: Talk it Out• Unit 5: Day 09Linking and Transition Words• Unit 5: Day 12Score, Plan, & Talk!• Unit 5: Day 13Score, Plan, & Write!• Unit 5: Day 14Formal Writing Assessment
INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 04 Adverbs • 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 06 Moral of the Lesson • Unit 5: Day 14

	1	
		Formal Writing Assessment • Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
INDICATOR	W.3.3(c)	Use temporal words and phrases to signal event order.
		WritingCity
		• Unit 1: Day 02
		6 Traits: Ideas
		• Unit 1: Day 03
		6 Traits: Organization
		Unit 2: Day 04 Using Dialogue to Develop Characters
		• Unit 2: Day 05
		Sequencing and Linking Words
		• Unit 2: Day 06
		Writing with Emotion
		• Unit 2: Day 07
		Writing the Whole Story
		• Unit 2: Day 08
		Planning
		• Unit 2: Day 09
		How to Bait a Reader • Unit 2: Day 10
		Catchy Closures
		• Unit 2: Day 12
		Writing From Experience
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 5: Day 02
		What is a Fable?
		• Unit 5: Day 03
		Planning Wheels
		• Unit 5: Day 07 Fable Beginnings
		• Unit 5: Day 08
		Fable Planning: Talk it Out
		• Unit 5: Day 09
		Linking and Transition Words
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write!
		Unit 5: Day 14 Formal Writing Assessment
INDICATOR	W.3.3(d)	Provide a sense of closure.
		WritingCity
		• Unit 1: Day 03
		6 Traits: Organization • Unit 2: Day 08
		Planning
		• Unit 2: Day 10
		Catchy Closures
		• Unit 5: Day 03
		Planning Wheels
		• Unit 5: Day 06
		Moral of the Lesson
		• Unit 5: Day 08
		Fable Planning: Talk it Out
		Unit 5: Day 14 Formal Writing Association
		Formal Writing Assessment

DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
STANDARD	CT.CC.W.3.	Production and Distribution of Writing         With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)         WritingCity         • Unit 1: Day 02         6 Traits: Ideas         • Unit 1: Day 03         6 Traits: Organization         • 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 06         Writing with Emotion         • Unit 2: Day 07         Writing the Whole Story         • Unit 2: Day 08         Planning         • Unit 2: Day 09         How to Bait a Reader
		Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 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
		<ul> <li>Unit 3a: Day 05</li> <li>Introductions and Topic Sentences</li> <li>Unit 3a: Day 11</li> <li>Special Place</li> <li>Unit 3b: Day 10</li> <li>Formal Writing Assessment</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 01</li> <li>Persuasion Game</li> <li>Unit 4: Day 02</li> <li>What is Opinion Writing?</li> <li>Unit 4: Day 04</li> <li>What's Your Opinion?</li> <li>Unit 4: Day 05</li> <li>5 Square Organizer</li> </ul>

		• Unit 4: Day 06
		Mini Stories Support Your Thesis
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric <ul> <li>Unit 4: Day 08</li> </ul>
		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     Decence and Bluerale. On Mul
		Possessives and Plurals, Oh My! • Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		Unit 5: Day 13     Secre Plan 9 Writel
		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 <ul> <li>Unit 6: Day 06</li> </ul>
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet • Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		Unit 6: Day 13 Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		WritingCity
		• Unit 1: Day 01
		Getting Ready to Write: Topics • Unit 1: Day 08

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

		<ul> <li>Unit 4: Day 14</li> <li>Response to Text- A Persuasive Letter</li> <li>Unit 5: Day 03</li> <li>Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 05</li> <li>Action Words</li> <li>Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 10</li> <li>Possessives and Plurals, Oh My!</li> <li>Unit 5: Day 11</li> <li>Editing for Capitals</li> <li>Unit 5: Day 12</li> <li>Score, Plan, &amp; Talk!</li> <li>Unit 5: Day 14</li> </ul>
		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 20 Responses to Text: Comparing Morals • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 12 Revising Ears
		<ul> <li>• Unit 6: Day 13</li> <li>Editing Glasses</li> <li>• Unit 6: Day 14</li> <li>Scoring with a Rubric</li> <li>• Unit 6: Day 16</li> <li>Reflection and Celebration</li> </ul>
GRADE LEVEL EXPECTATION	W.3.6.	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. <u>WritingCity</u> • Unit 6: Day 15 Publishing with Technology
DOMAIN / CONTENT	CT.CC.W.3.	Writing Standards
STANDARD	CT.CC.W.3.	
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.7.	Conduct short research projects that build knowledge about a topic.
		WritingCity

GRADE LEVEL EXPECTATION	W.3.8.	<ul> <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> <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>
		print and digital sources; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 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 07 Glows and Grows • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 14 Scoring with a Rubric
DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or

a day or two) for a range of discipline-specific tasks, purposes, and
audiences.
WritingCity
• Unit 1: Day 01
Getting Ready to Write: Topics
• Unit 1: Day 08
Getting Ready for Writing
• Unit 2: Day 07
Writing the Whole Story
• Unit 2: Day 08
Planning
• Unit 2: Day 09
How to Bait a Reader
• Unit 2: Day 11
The 6 Traits Rubric
• Unit 2: Day 12
Writing From Experience
• Unit 2: Day 13
Scoring with a Rubric
Unit 2: Day 15
EditingGlows and Grows
Unit 2: Day 16 Intro to Posponso Writing
Intro to Response Writing • Unit 2: Day 17
Off to the RACES
• Unit 2: Day 18
Writers Respond to Questions and Prompts
Unit 2: Day 19
Using the Checklist
• Unit 2: Day 20
Read, Reread, Respond and Score
• Unit 2: Day 21
Read, Reread, Respond and Score
Unit 3a: Day 01
Informational Writing
• Unit 3a: Day 03
Narrative vs. Non-Narrative
• Unit 3a: Day 04
Voice
• Unit 3a: Day 05
Introductions and Topic Sentences
Unit 3a: Day 09
Score and Brainstorm
Unit 3a: Day 10     Tasabar Medaling and Planning
Teacher Modeling and Planning <ul> <li>Unit 3a: Day 11</li> </ul>
Special Place
• Unit 3a: Day 12
Revising with A.R.M.S.
Unit 3a: Day 13
Editing and Scoring
• Unit 3b: Day 04
Linking and Transition Words
• Unit 3b: Day 09
Planning Sheets
Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 11
Revising with A.R.M.S
Unit 3b: Day 12
Editing Checklist
• Unit 3b: Day 13
Scoring Our Writing
 • Unit 3b: Day 17

Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 08 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- A Taste of Two • 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!
Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 00 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- A Taste of Two • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 08 Fable Planning: Talk it Out
<ul> <li>Unit 4: Day 05</li> <li>S Square Organizer</li> <li>Unit 4: Day 07</li> <li>Uno, Dos, Traits: Scoring with Rubric</li> <li>Unit 4: Day 08</li> <li>Introductions, Conclusions, &amp; Student Planning</li> <li>Unit 4: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 4: Day 10</li> <li>Revising</li> <li>Unit 4: Day 11</li> <li>Editing and Scoring</li> <li>Unit 4: Day 12</li> <li>Response to Text- A Taste of Two</li> <li>Unit 4: Day 14</li> <li>Response to Text- A Testae of Two</li> <li>Unit 4: Day 14</li> <li>Response to Text- A Persuasive Letter</li> <li>Unit 5: Day 02</li> <li>What is a Fable?</li> <li>Unit 5: Day 03</li> <li>Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 05</li> <li>Action Words</li> <li>Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>Unit 5: Day 08</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 08</li> </ul>
5 Square Organizer         • Unit 4: Day 07         Uno, Dos, Traits: Scoring with Rubric         • Unit 4: Day 08         Introductions, Conclusions, & Student Planning         • Unit 4: Day 09         Formal Writing Assessment         • Unit 4: Day 10         Revising         • Unit 4: Day 11         Editing and Scoring         • Unit 4: Day 12         Response to Text- A Taste of Two         • Unit 4: Day 13         Response to Text- A Taste of Two         • Unit 4: Day 14         Response to Text- A Persuasive Letter         • Unit 5: Day 02         What is a Fable?         • Unit 5: Day 04         Fables and Focus         • Unit 5: Day 06         Moral of the Lesson         • Unit 5: Day 07         Fable Beginnings         • Unit 5: Day 08         Fable Planning: Talk it Out         • Unit 5: Day 10
<ul> <li>Unit 4: Day 07</li> <li>Uno, Dos, Traits: Scoring with Rubric</li> <li>Unit 4: Day 08</li> <li>Introductions, Conclusions, &amp; Student Planning</li> <li>Unit 4: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 4: Day 10</li> <li>Revising</li> <li>Unit 4: Day 11</li> <li>Editing and Scoring</li> <li>Unit 4: Day 12</li> <li>Response to Text- A Taste of Two</li> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 4: Day 02</li> <li>What is a Fable?</li> <li>Unit 5: Day 03</li> <li>Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 08</li> </ul>
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 02 What is a Fable? • Unit 5: Day 04 Fables and Focus • Unit 5: Day 04 Fables and Focus • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 00
<ul> <li>Unit 4: Day 08</li> <li>Introductions, Conclusions, &amp; Student Planning</li> <li>Unit 4: Day 09</li> <li>Formal Writing Assessment</li> <li>Unit 4: Day 10</li> <li>Revising</li> <li>Unit 4: Day 11</li> <li>Editing and Scoring</li> <li>Unit 4: Day 12</li> <li>Response to Text- A Taste of Two</li> <li>Unit 4: Day 13</li> <li>Response to Text- Comparing Two Texts</li> <li>Unit 4: Day 14</li> <li>Response to Text- A Persuasive Letter</li> <li>Unit 5: Day 02</li> <li>What is a Fable?</li> <li>Unit 5: Day 03</li> <li>Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 05</li> <li>Action Words</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 00</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 10</li> </ul>
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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- A Taste of Two Texts • Unit 4: Day 13 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
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Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
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Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
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Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
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What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
<ul> <li>Unit 5: Day 03</li> <li>Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 05</li> <li>Action Words</li> <li>Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 10</li> </ul>
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
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
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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
<ul> <li>Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 10</li> </ul>
Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
<ul> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>Unit 5: Day 10</li> </ul>
Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10
Unit 5: Day 08 Fable Planning: Talk it Out     Unit 5: Day 10
Fable Planning: Talk it Out • Unit 5: Day 10
• Unit 5: Day 10
• Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
• Unit 5: Day 13
Score, Plan, & Write!
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
Unit 5: Day 17 Editing Eables
Editing Fables
Unit 5: Day 19  Beananase to Taxts Comparing Mercle
Responses to Text: Comparing Morals
Unit 5: Day 20
Responses to Text: Comparing Morals
Unit 6: Day 01     Start by Observing a Tarris
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

		<ul> <li>Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>Unit 6: Day 07</li> <li>Glows and Grows</li> <li>Unit 6: Day 08</li> <li>5 Square Planning Sheet</li> <li>Unit 6: Day 10</li> <li>Ready, Set, Write!</li> <li>Unit 6: Day 11</li> <li>Just Keep Writing</li> <li>Unit 6: Day 12</li> <li>Revising Ears</li> <li>Unit 6: Day 13</li> <li>Editing Glasses</li> <li>Unit 6: Day 14</li> <li>Scoring with a Rubric</li> <li>Unit 6: Day 16</li> <li>Reflection and Celebration</li> </ul>
DOMAIN / CONTENT STANDARD	CT.CC.L.3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02 Adverbs • Unit 2: Day 14 RevisingGlows and Grows • Unit 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
INDICATOR	L.3.1(b)	Form and use regular and irregular plural nouns. WritingCity • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing

		Unit 6: Day 14 Scoring with a Rubric
INDICATOR	L.3.1(c)	Use abstract nouns (e.g., childhood).
		WritingCity • Unit 1: Day 07 6 Traits: Conventions
		<ul> <li>Unit 2: Day 01</li> <li>Real Narrative</li> <li>Unit 6: Day 09</li> <li>Planning Continued</li> </ul>
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
		WritingCity • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words
INDICATOR	L.3.1(e)	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 04 Fables and Focus
INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement. WritingCity
		<ul> <li>Unit 1: Day 07</li> <li>Traits: Conventions</li> <li>Unit 2: Day 14</li> <li>RevisingGlows and Grows</li> <li>Unit 3a: Day 09</li> <li>Score and Brainstorm</li> </ul>
INDICATOR	L.3.1(g)	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		WritingCity • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
INDICATOR	L.3.1(h)	Use coordinating and subordinating conjunctions.
		<u>WritingCity</u> • 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
INDICATOR	L.3.1(i)	Produce simple, compound, and complex sentences. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
DOMAIN / CONTENT STANDARD	CT.CC.L.3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles. WritingCity • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
INDICATOR	L.3.2(b)	Use commas in addresses. <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
INDICATOR	L.3.2(c)	Use commas and quotation marks in dialogue. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail

		• Unit 2: Day 04
		<ul> <li>Unit 2: Day 04</li> <li>Using Dialogue to Develop Characters</li> <li>Unit 2: Day 06</li> <li>Writing with Emotion</li> <li>Unit 2: Day 14</li> <li>RevisingGlows and Grows</li> <li>Unit 3a: Day 04</li> <li>Voice</li> <li>Unit 5: Day 02</li> <li>What is a Fable?</li> <li>Unit 5: Day 04</li> <li>Fables and Focus</li> <li>Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>Unit 5: Day 14</li> <li>Formal Writing Assessment</li> <li>Unit 5: Day 15</li> <li>Scoring Fables</li> <li>Unit 5: Day 16</li> <li>Revising Fables</li> </ul>
		• Unit 5: Day 17
		Editing Fables
INDICATOR	L.3.2(d)	Form and use possessives. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <u>WritingCity</u> • 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
INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15

INDICATOR	L.3.2(g)	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 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <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
DOMAIN / CONTENT STANDARD	CT.CC.L.3.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.
		WritingCity • Unit 2: Day 06Writing with Emotion • Unit 2: Day 14RevisingGlows and Grows • Unit 3a: Day 04Voice • Unit 3a: Day 11Special Place • Unit 3a: Day 12Revising with A.R.M.S. • Unit 3b: Day 05Voice and Word Choice • Unit 3b: Day 06Introductions • Unit 3b: Day 09Planning Sheets • Unit 3b: Day 01Formal Writing Assessment • Unit 4: Day 07Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09Formal Writing Assessment • Unit 4: Day 07Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 10Formal Writing Assessment • Unit 5: Day 05Action Words • Unit 5: Day 05Hort 5: Day 05Action Words • Unit 5: Day 14Formal Writing Assessment

		Unit 5: Day 15 Scoring Fables     Unit 5: Day 16 Revising Fables
DOMAIN / CONTENT STANDARD	CT.CC.L.3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(d)	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
DOMAIN / CONTENT STANDARD	CT.CC.L.3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5(c)	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
DOMAIN / CONTENT STANDARD	CT.CC.L.3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). <u>WritingCity</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10

Formal Writing Assessment
• Unit 3b: Day 11
Revising with A.R.M.S
• 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 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 5: Day 05
Action Words
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
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## **Connecticut Core Standards**

## Language Arts

Grade: 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RL.4.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.         WritingCity         • Unit 2: Day 16         Intro to Response to Text         • Unit 2: Day 17         Ways Writers Respond to Reading         • Unit 2: Day 18         Writers Respond to Questions & Prompts         • Unit 2: Day 19         Writers Respond Through Opinions         • Unit 2: Day 20         Read, Reread and Respond         • Unit 2: Day 21         Reread, Respond and Score         • Unit 4: Day 12         Response to Text - Idea Swap         • Unit 4: Day 13         Response to Text - Persuasive Letter - Part 1         • Unit 4: Day 14         Response to Text - Persuasive Letter - Part 2         • Unit 5: Day 13         Response to Text         • Unit 5: Day 13         Compare and Contrast
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts,

1	1	words, or actions)
		words, or actions).
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text
		<ul> <li>Unit 2: Day 17</li> <li>Ways Writers Respond to Reading</li> </ul>
		• 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> </ul>
		• Unit 2: Day 21
		Reread, Respond and Score
		• Unit 3b: Day 15
		Response Writing and Text Features <ul> <li>Unit 3b: Day 17</li> </ul>
		Nonfiction Choice Cards
		• Unit 4: Day 12
		Response to Text - Idea Swap
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 1</li> </ul>
		• 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
DOMAIN / CONTENT	CT.CC.RL.4.	Reading Standards for Literature
STANDARD		
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
		WritingCity
		• Unit 5: Day 13
		Compare and Contrast
DOMAIN / CONTENT	CT.CC.RL.4.	
STANDARD	CT.CC.RL.4.	Compare and Contrast Reading Standards for Literature
		Compare and Contrast Reading Standards for Literature Integration of Knowledge and Ideas
STANDARD	CT.CC.RL.4.	Compare and Contrast Reading Standards for Literature
STANDARD STATE FRAMEWORK GRADE LEVEL	RL.4.9.	Compare and Contrast Reading Standards for Literature Integration of Knowledge and Ideas 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
STANDARD STATE FRAMEWORK GRADE LEVEL		Compare and Contrast         Reading Standards for Literature         Integration of Knowledge and Ideas         Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.         WritingCity         • Unit 5: Day 13
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	RL.4.9.	Compare and Contrast         Reading Standards for Literature         Integration of Knowledge and Ideas         Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.         WritingCity         • Unit 5: Day 13         Compare and Contrast
STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	RL.4.9.	Compare and Contrast         Reading Standards for Literature         Integration of Knowledge and Ideas         Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.         WritingCity         • Unit 5: Day 13         Compare and Contrast         Reading Standards for Literature

		lister to Decements to Test
		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
DOMAIN / CONTENT STANDARD	CT.CC.RI.4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the
EXPECTATION		text says explicitly and when drawing inferences from the text.
		WritingCity
		Unit 2: Day 16 Inter to Decence to Tout
		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 Chaice Cards
		Nonfiction Choice Cards <ul> <li>Unit 3b: Day 18</li> </ul>
		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
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text
		• Unit 3b: Day 15
		Response Writing and Text Features
		Unit 3b: Day 16 Nonfiction Text Summaries
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		Unit 3b: Day 19     Nonfiction Response and Secret Day 2
		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!
		rouwy, oet, mynnynt:

GRADE LEVEL EXPECTATION	RI.4.3.	<ul> <li>Unit 6: Day 05         <ul> <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> </li> <li>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.</li> <li>WritingCity         <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 04</li> <li>Guided Note-Taking Journal - Part 1</li> </ul> </li> </ul>
DOMAIN / CONTENT STANDARD	CT.CC.RI.4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
DOMAIN / CONTENT STANDARD	CT.CC.RI.4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it

		appears.
		WritingCity • Unit 3b: Day 15
		Response Writing and Text Features
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text
		<ul> <li>Unit 3b: Day 15</li> <li>Response Writing and Text Features</li> </ul>
		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 <ul> <li>Unit 4: Day 02</li> </ul>
		What Do We Think of Zoos?
		<ul> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 1</li> </ul>
		• 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
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		WritingCity
		Unit 3b: Day 18     Nonfiction Records and Score, Day 1
		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> </ul>
		• Unit 5: Day 12
		Response to Text • Unit 5: Day 13
		Compare and Contrast
DOMAIN / CONTENT STANDARD	CT.CC.RI.4.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		WritingCity • Unit 3b: Day 18
		Nonfiction Response and Score- Day 1 • Unit 3b: Day 19

		Nonfiction Response and Score- Day 2 • Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
DOMAIN / CONTENT STANDARD	CT.CC.RF.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
DOMAIN / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <u>WritingCity</u> • 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
INDICATOR	W.4.1(c)	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <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
INDICATOR	W.4.1(d)	Provide a concluding statement or section related to the opinion presented.

	1	
		WritingCity
		• Unit 4: Day 05
		Opinions, Transitions, and Leads, Oh My!
		Unit 4: Day 06
		Analyzing the Student Sample
		Unit 4: Day 08     Earmal Writing: Oninian Piece, Part 2
		Formal Writing: Opinion Piece - Part 2
DOMAIN / CONTENT	CT.CC.W.4.	Writing Standards
STANDARD		
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey
EXPECTATION		ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in
		paragraphs and sections; include formatting (e.g., headings),
		illustrations, and multimedia when useful to aiding comprehension.
		······································
		WritingCity
		• Unit 3a: Day 02
		5 Square
		• Unit 3a: Day 03
		Using the Planning Sheet
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 02
		5 Square Paragraphs
		Unit 3b: Day 03 Definitions
		• Unit 3b: Day 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 Beady, Set Write
		Ready, Set, Write!
		<ul> <li>Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> </ul>
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
L		i onnai willing. Nescaich Fiele - Fail I

INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 01 Start by Choosing a Topic • 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 06 Guided Note-Taking Journal - Part 2 • 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 13
	W.4.2(c)	Formal Writing: Research Piece - Part 1 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
		WritingCity • 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
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented. <u>WritingCity</u> • 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
DOMAIN / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04
	W.4.3(b)	Legend Planning Wheels • Unit 5: Day 10 Compare Characters Use dialogue and description to develop experiences and events or
		show the responses of characters to situations. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 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 3: Day 08 Revising • Unit 5: Day 01 What is a Legend? • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 05

		Dialogue and Punctuation
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 08
		Check-in and Write!
		• Unit 5: Day 10
		Compare Characters
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the
		sequence of events.
		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
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3a: Day 01
		The Elements
		• Unit 5: Day 01
		What is a Legend? • Unit 5: Day 03
		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 10
		Compare Characters
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey
		experiences and events precisely.
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03
		Organization
		• Unit 1: Day 04
		Voice
		Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 2: Day 01 Strong Verbs
		• Unit 2: Day 02
		Strong vs. Weak Verbs
		• Unit 2: Day 03
		Honoring Good Writing With Revision
		• Unit 2: Day 04
		Writing With Sensory Details
		• Unit 2: Day 08
		Show And Tell Review
		Unit 2: Day 09     Socring With A Pubric Part 1
		Scoring With A Rubric - Part 1 • Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
	IL	since buy in

		Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
DOMAIN / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 17 Ways 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 Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score

<ul> <li>S Square</li> <li>Unit 3a: Day 03</li> <li>Using the Planning Sheet</li> <li>Unit 3a: Day 04</li> <li>Formal Writing</li> <li>Unit 3b: Day 02</li> <li>S Square Paragraphs</li> <li>Unit 3b: Day 03</li> <li>Definitions</li> <li>Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 11</li> <li>Yerbs, Verbs, Verbs</li> <li>Verbs, Verbs, Verbs</li> <li>Verbs, Verbs, Verbs</li> <li>Unit 3b: Day 11</li> <li>Yerbs, Verbs, Verbs, Verbs</li> <li>Unit 3b: Day 11</li> <li>Yerbs, Verbs, Verbs, Verbs</li> <li>Unit 3b: Day 12</li> <li>Revising with AR.M.S.</li> <li>Unit 4b: Day 03</li> <li>S Square Paragraph Planning</li> <li>Unit 4b: Day 04</li> <li>Lat the Planning Begin!</li> <li>Unit 4b: Day 05</li> <li>Opinions, Transitions, and Leads, Oh My!</li> <li>Unit 4b: Day 05</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4b: Day 05</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4b: Day 14</li> <li>Response to Text - Idea Swap</li> <li>Unit 4b: Day 14</li> <li>Response to Text - Idea Swap</li> <li>Unit 4b: Day 14</li> <li>Response to Text - Idea Swap</li> <li>Unit 4b: Day 14</li> <li>Response to Text - Persuasive Letter - Part 1</li> <li>Unit 4b: Day 14</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 3b: Day 03</li> <li>Ist of 3rd Person Narrators</li> <li>Unit 5b: Day 04</li> <li>Lagend Plenning Wheels</li> <li>Unit 5b: Day 04</li> <li>Lagend Plenning Wheels</li> <li>Unit 5b: Day 04</li> <li>Compare Characters</li> <li>Unit 5b: Day 12</li> <li>Response to Text</li> </ul>	
<ul> <li>Unit 3a: Day 03</li> <li>Using the Planning Sheet</li> <li>Unit 3a: Day 04</li> <li>Formal Writing</li> <li>Unit 3b: Day 02</li> <li>S Square Paragraphs</li> <li>Unit 3b: Day 03</li> <li>Definitions</li> <li>Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>Unit 3b: Day 05</li> <li>Domain-Specific Vocabulary</li> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>Unit 4b 20</li> <li>What Do We Think of Zoos?</li> <li>Unit 4: Day 04</li> <li>Let the Planning Begin!</li> <li>Unit 4: Day 04</li> <li>Let the Planning Begin!</li> <li>Unit 4: Day 04</li> <li>Unit 4: Day 04</li> <li>Vinit 4: Day 04</li> <li>Unit 4: Day 04</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 13</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 5: Day 03</li> <li>St Day 04 Person Narrators</li> <li>Unit 5: Day 03</li> <li>St Day 04 Person Narrators</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 12</li> <li>Response to Text</li> </ul>	• Unit 3a: Day 02
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<ul> <li>Unit 3a: Day 04<sup>-</sup></li> <li>Formal Writing</li> <li>Unit 3b: Day 02</li> <li>S Square Paragraphs</li> <li>Unit 3b: Day 03</li> <li>Definitions</li> <li>Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 10</li> <li>Formal Writing</li> <li>Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs1</li> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 4: Day 01</li> <li>Fact vs. Opinion</li> <li>Unit 4: Day 02</li> <li>What Do We Think of Zoos?</li> <li>Unit 4: Day 04</li> <li>Let the Planning Begin1</li> <li>Unit 4: Day 04</li> <li>Let the Planning Begin1</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing:</li> <li>Opinions, Transitions, and Leads, Oh My1</li> <li>Unit 4: Day 09</li> <li>Revising the Student Sample</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> <li>Unit 4: Day 10</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 13</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 5: Day 01</li> <li>What is a Legend?</li> <li>Unit 5: Day 03</li> <li>Is or 3rd Person Narrators</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Compare Characters</li> <li>Unit 5: Day 12</li> <li>Response to Text</li> </ul>	
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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, Verbsl • 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 \$ Square Paragraph Planning • Unit 4: Day 03 \$ Square Paragraph Planning • 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 13 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 03 1 st or 3rd Person Narrators • Unit 5: Day 10 What is a Legend? • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 10 Compare Characters • Unit 5: Day 10 Compare Characters • Unit 5: Day 10 Person Narrators • Unit 5: Day 10 Compare Characters • Unit 5: Day 10 Person Narrators • Unit 5: Day 10 • Unit 5: Day 10 • Unit	
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Verbs, Verbs, VerbsI • 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 04 Let the Planning Begin! • 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 14 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 04 Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 04 Check-in and Write! • Unit 5: Day 04 Check-in and Write! • Unit 5: Day 04 Check-in and Write! • Unit 5: Day 12 Response to Text - Question • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text - Question • Unit 5: Day 12 Response to Text	Formal Writing
<ul> <li>Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>Unit 4: Day 01</li> <li>Fact vs. Opinion</li> <li>Unit 4: Day 02</li> <li>What Do We Think of Zoos?</li> <li>Unit 4: Day 03</li> <li>S Square Paragraph Planning</li> <li>Unit 4: Day 04</li> <li>Let the Planning Begin!</li> <li>Unit 4: Day 05</li> <li>Opinions, Transitions, and Leads, Oh My!</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> <li>Unit 4: Day 01</li> <li>Response to Text - Idea Swap</li> <li>Unit 4: Day 12</li> <li>Response to Text - Persuasive Letter - Part 2</li> <li>Unit 3: Day 14</li> <li>Response to Text - Persuasive Letter - Part 2</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 08</li> <li>Check-in and Write!</li> <li>Unit 5: Day 12</li> <li>Response to Text - Resuasive Letter - Part 2</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 10</li> <li>Compare Characters</li> <li>Unit 5: Day 12</li> <li>Response to Text</li> </ul>	• Unit 3b: Day 11
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<ul> <li>• Unit 4: Day 01</li> <li>Fact vs. Opinion <ul> <li>Unit 4: Day 02</li> </ul> </li> <li>What Do We Think of Zoos?</li> <li>• Unit 4: Day 03</li> <li>5 Square Paragraph Planning</li> <li>• Unit 4: Day 04</li> <li>Let the Planning Begin!</li> <li>• Unit 4: Day 05</li> <li>Opinions, Transitions, and Leads, Oh My!</li> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> <li>• Unit 4: Day 12</li> <li>Response to Text - Idea Swap</li> <li>• Unit 4: Day 14</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 03</li> <li>1st or 3rd Person Narrators</li> <li>• Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>• Unit 5: Day 08</li> <li>Check-in and Writel</li> <li>• Unit 5: Day 10</li> <li>Compare Characters</li> <li>• Unit 5: Day 12</li> <li>Response to Text -</li> </ul>	• Unit 3b: Day 12
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<ul> <li>Unit 4: Day 02</li> <li>What Do We Think of Zoos?</li> <li>Unit 4: Day 03</li> <li>S Square Paragraph Planning</li> <li>Unit 4: Day 04</li> <li>Let the Planning Begin!</li> <li>Unit 4: Day 05</li> <li>Opinions, Transitions, and Leads, Oh My!</li> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> <li>Unit 4: Day 112</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 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 08</li> <li>Check-in and Write!</li> <li>Unit 5: Day 12</li> <li>Response to Text - Marcaters</li> <li>Unit 5: Day 12</li> </ul>	• Unit 4: Day 01
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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	
<ul> <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 08</li> <li>Check-in and Write!</li> <li>Unit 5: Day 10</li> <li>Compare Characters</li> <li>Unit 5: Day 12</li> <li>Response to Text</li> </ul>	
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 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	
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 08 Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text	
Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text	
Unit 5: Day 10 Compare Characters Unit 5: Day 12 Response to Text	
Compare Characters • Unit 5: Day 12 Response to Text	
Unit 5: Day 12     Response to Text	
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	• Unit 6: Day 04

		Quided Nate Taking Jacqueel, Darf 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
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		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     Seering Your Own Writing
		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
		<ul> <li>Unit 2: Day 18</li> <li>Writers Respond to Questions &amp; Prompts</li> </ul>
		• 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 Shoot
		Using the Planning Sheet • Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 05
		Reworking Conclusions
		• Unit 3a: Day 06
		Glows and Grows - Part 1
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3a: Day 08 Revising Strong Leads

• Unit 3a: Day 09
Revising for Similes and Sensory Details
• Unit 3a: Day 10
Editing With A Checklist
• Unit 3b: Day 01
Technological Innovations
• Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 08
Revising
• Unit 3b: Day 09
Scoring Practice
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 5: Day 08
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
JL

		Technology Publishing
		• Unit 6: Day 17
		Finishing the Race!
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
DOMAIN / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		WritingCity         • Unit 6: Day 02         Searching the Internet         • Unit 6: Day 03         Ready, Set, Highlight!         • Unit 6: Day 04         Guided Note-Taking Journal - Part 1         • Unit 6: Day 05         Paraphrasing         • Unit 6: Day 06         Guided Note-Taking Journal - Part 2         • Unit 6: Day 07
GRADE LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant
EXPECTATION		information from print and digital sources; take notes and categorize information, and provide a list of sources. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Finishing the Journal
DOMAIN / CONTENT	CT.CC.W.4.	Writing Standards
STANDARD		
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL	W.4.9.	Draw evidence from literary or informational texts to support
EXPECTATION		analysis, reflection, and research.

INDICATOR	W.4.9(a)	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]."). <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 12 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
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). <u>WritingCity</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 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 07 Finishing the Journal
DOMAIN / CONTENT STANDARD	CT.CC.W.4.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or
EXPECTATION		a day or two) for a range of discipline-specific tasks, purposes, and
		audiences.
		Mailing a City
		WritingCity  • Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas • Unit 2: Day 03
		Honoring Good Writing With Revision
		• Unit 2: Day 05
		Transitioning Smoothly
		Unit 2: Day 06     A Character's Voice
		• Unit 2: Day 07
		The Conventions of Dialogue
		• Unit 2: Day 11
		Planning • Unit 2: Day 13
		Scoring Your Own Writing
		• Unit 2: Day 14
		Revising and Editing
		Unit 2: Day 15 Scoring Your Own Writing
		• Unit 2: Day 16
		Intro to Response to Text
		• Unit 2: Day 17
		Ways Writers Respond to Reading • Unit 2: Day 18
		Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		<ul> <li>Unit 2: Day 20 Read, Reread and Respond</li> </ul>
		• Unit 2: Day 21
		Reread, Respond and Score
		• Unit 3a: Day 03
		Using the Planning Sheet • Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 05
		Reworking Conclusions
		• Unit 3a: Day 06 Glows and Grows - Part 1
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3a: Day 08
		Revising Strong Leads • Unit 3a: Day 09
		Revising for Similes and Sensory Details
		• Unit 3a: Day 10
		Editing With A Checklist
		• Unit 3b: Day 01 Technological Innovations
		• Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 08
		Revising • Unit 3b: Day 09
		Scoring Practice
		• Unit 3b: Day 10
		Formal Writing

• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 5: Day 08
Check-in and Write!
• Unit 5: Day 09
Editing
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast
• Unit 6: Day 02
Searching the Internet
• Unit 6: Day 03
Ready, Set, Highlight!
• Unit 6: Day 04
Guided Note-Taking Journal - Part 1
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Guided Note-Taking Journal - Part 2
• Unit 6: Day 07
Finishing the Journal
• Unit 6: Day 09
Guided Note-Taking Journal - Part 3
Unit 6: Day 10     Planning Continued
Planning Continued
Unit 6: Day 11     Boady Set Write
Ready, Set, Write!
Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1
• Unit 6: Day 14
Formal Writing: Research Piece - Part 2
• Unit 6: Day 15

DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.SL.4.	Editing Glasses         • Unit 6: Day 16         Technology Publishing         • Unit 6: Day 17         Finishing the Race!         Speaking and Listening Standards         Comprehension and Collaboration         Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.         WritingCity         • Unit 3b: Day 16         Nonfiction Text Summaries
DOMAIN / CONTENT STANDARD	CT.CC.L.4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL	L.4.1.	Demonstrate command of the conventions of standard English
EXPECTATION		grammar and usage when writing or speaking.
INDICATOR	L.4.1(a)	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <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
INDICATOR	L.4.1(b)	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 6: Day 08 Glows and Grows
INDICATOR	L.4.1(c)	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. <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
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). <u>WritingCity</u> • Unit 2: Day 04 Writing With Sensory Details • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write!
INDICATOR	L.4.1(e)	Form and use prepositional phrases. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 5: Day 01 What is a Legend? • Unit 5: Day 09 Editing
INDICATOR	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their). 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 10 Formal Writing

		• Unit 4: Day 10 Editing Glasses • Unit 5: Day 09
		Editing
DOMAIN / CONTENT STANDARD	CT.CC.L.4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL	L.4.2.	Demonstrate command of the conventions of standard English
EXPECTATION		capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization. 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
INDICATOR	L.4.2(b)	Use commas and quotation marks to mark direct speech and quotations from a text. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
INDICATOR	L.4.2(c)	Use a comma before a coordinating conjunction in a compound sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06

	1	Uno, Dos, Traits!
		• Unit 5: Day 09
		Editing
		• Unit 6: Day 08
	<u></u>	Glows and Grows
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions <ul> <li>Unit 2: Day 10</li> </ul>
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 06
		Glows and Grows - Part 1
		• Unit 3a: Day 10
		Editing With A Checklist • Unit 3b: Day 13
		Editing
		• Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 09
		Editing
DOMAIN / CONTENT STANDARD	CT.CC.L.4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL	L.4.3.	Use knowledge of language and its conventions when writing,
EXPECTATION	L.4.J.	speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
	(u)	
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice • Unit 2: Day 01
		Strong Verbs
		• Unit 2: Day 02
		Strong vs. Weak Verbs
		<ul> <li>Unit 2: Day 03</li> <li>Honoring Good Writing With Revision</li> </ul>
		Unit 2: Day 04
		Writing With Sensory Details
		• Unit 2: Day 05
		Transitioning Smoothly
		• Unit 3a: Day 04 Formal Writing
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details • Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary • Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S. • Unit 4: Day 06
		Analyzing the Student Sample
	11	1

		<ul> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> <li>Unit 5: Day 02</li> <li>Descriptive Words and Progressive Verb Tenses</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <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> </ul>
		Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	L.4.3(b)	Choose punctuation for effect. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency
DOMAIN / CONTENT STANDARD	CT.CC.L.4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(a)	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <u>WritingCity</u> • 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

DOMAIN / CONTENT STANDARD	CT.CC.L.4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Formal Writing • Unit 3: Day 07 Glows and Grows - Part 2 • Unit 3: Day 07 Glows and Grows - Part 2 • Unit 3: Day 08 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 00 Domain-Specific Vocabulary • Unit 3b: Day 00 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08 Formal Writing Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing Opinion Piece - Part 2 • Unit 4: Day 08 Revising Ears • Unit 4: Day 09 Revising Ears • Unit 5: Day 04 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • 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	

## **Connecticut Core Standards**

## Language Arts

## Grade: 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		WritingCity  • Unit 2: Day 17 Intro to Response to Text
		<ul> <li>Unit 2: Day 18</li> <li>Ways Writers Respond to Reading</li> <li>Unit 2: Day 19</li> </ul>
		Writers Respond to Questions and Prompts <ul> <li>Unit 2: Day 20</li> </ul>
		Writers Respond Through Opinions <ul> <li>Unit 2: Day 21</li> </ul>
		Read, Reread, Respond, and Score • Unit 2: Day 22 Bood Respond and Score
		Read, Reread, Respond, and Score • Unit 3b: Day 12 Tout Sectore Main Ideas and Details
		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
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		WritingCity • Unit 5: Day 12
		Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
GRADE LEVEL EXPECTATION	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		WritingCity

DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	CT.CC.RL.5.	<ul> <li>Unit 2: Day 21 Read, Reread, Respond, and Score         <ul> <li>Unit 2: Day 22</li> <li>Read, Reread, Respond, and Score             <ul></ul></li></ul></li></ul>
		Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
		WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <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
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18

r		
		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
		<ul> <li>Unit 4: Day 14</li> <li>Response to Text: Planning Template</li> <li>Unit 4: Day 15</li> </ul>
		Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		WritingCity         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 19         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Reread, Respond, and Score         • Unit 2: Day 22         Read, Reread, Respond, and Score         • Unit 3a: Day 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 12         Text Features, Main Ideas, and Details         • Unit 3b: Day 13         Nonfiction Text Features         • Unit 3b: Day 14         Nonfiction Choice Cards         • Unit 3b: Day 15         Respond to Nonfiction Texts and Score         • Unit 3b: Day 16         Respond to Nonfiction Texts and Score         • Unit 4: Day 02         Fact/Opinion T-Chart         • Unit 4: Day 03         S Square Paragraphs         • Unit 4: Day 04         S Square Paragraph Graphic Organizer         • Unit 4: Day 13         Response to Text: Two of a Kind         • Unit 4: Day 13         Response to Text: Planning Template </td

DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	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 Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 16 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 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
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows
DOMAIN / CONTENT	CT.CC.RI.5.	Reading Standards for Informational Text
STANDARD		

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 22 Read, Reread, Respond, and Score • Unit 3:: Day 22 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 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square ParagraphS • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 03 Square Paragraph Graphic Organizer • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 13 Response to Text: Planning Template • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08
GRADE LEVEL EXPECTATION	RI.5.9.	Introducing the Rubric Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16
		Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12

		Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 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
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. <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
DOMAIN / CONTENT	CT.CC.RF.5.	Reading Standards: Foundational Skills
STANDARD		
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.5.3(a)	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.         WritingCity         • Unit 2: Day 17         Intro to Response to Text         • Unit 2: Day 18         Ways Writers Respond to Reading         • Unit 2: Day 19         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Reread, Respond, and Score         • Unit 2: Day 22

		Read, Reread, Respond, and Score • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>WritingCity</u> • 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
INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details. <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper?
INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <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
INDICATOR	W.5.1(d)	Provide a concluding statement or section related to the opinion presented. <u>WritingCity</u> • 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
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>WritingCity</u> • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 00 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End

		• Unit 3a: Day 10
		Revising Part 1 • Unit 3a: Day 11
		Revising Part 2
		• Unit 3b: Day 01
		Definitions and Details
		Unit 3b: Day 02
		Brainstorming
		• Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 04 5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 3b: Day 12
		Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		Unit 3b: Day 15 Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 05
		Facts and Opinions
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
		• Unit 6: Day 08
		Introducing the Rubric • Unit 6: Day 09
		The 5 Square Graphic Organizer
		• Unit 6: Day 11
		Reviewing the Plan
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words,
		phrases, and clauses (e.g., in contrast, especially).
		Weiking Oite
		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
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform
		about or explain the topic.
		WritingCity
		WritingCity • Unit 3a: Day 01
		Explanatory Writing
		• Unit 3a: Day 03
		Who is Stronger?
		• Unit 3a: Day 07
		3 Points

		<ul> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>Unit 3b: Day 07</li> <li>Formal Writing Assessment</li> <li>Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> <li>Unit 6: Day 14</li> <li>Revising</li> </ul>
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented. <u>WritingCity</u> • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • 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 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1

		<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>
INDICATOR	W.5.3(b)	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 02 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 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
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 1: Day 06 Word Choice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 04 Let's Take Five • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3: Day 08 Revising the End • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04

		Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 2
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 21 Writing a Conclusion • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 04 Let's Take Five • Unit 3: Day 05 Model the Plan

		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 10
		Revising Part 1
		• Unit 3b: Day 01
		Definitions and Details
		• Unit 3b: Day 04
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment
		Unit 3b: Day 08
		Writing Strong Conclusions
		Unit 3b: Day 11
		Scoring and Publishing
		• Unit 4: Day 01
		What is an Opinion Paper?
		• Unit 4: Day 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
		• Unit 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 04
		What's the Plan?
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 09
		Editing
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		Unit 6: Day 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
GRADE LEVEL	W.5.5.	With guidance and support from peers and adults, develop and
EXPECTATION		strengthen writing as needed by planning, revising, editing,
		rewriting, or trying a new approach.
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas
		• Unit 2: Day 07
		Scoring with a Rubric Part 1

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

5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer
Unit 4: Day 05 Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
Unit 4: Day 12     Section and Rublishing
Scoring and Publishing • Unit 4: Day 13
Response to Text: Two of a Kind
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06
Writing and Commas
• Unit 5: Day 07
Revising Part 1
• Unit 5: Day 08
Revising Part 2
• Unit 5: Day 09
Editing
• Unit 5: Day 10 Compare the Past
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 12
Response to Historical Fiction Text
• Unit 5: Day 13
Response to Historical Fiction Text
• Unit 6: Day 03
Main Ideas & Important Facts
• Unit 6: Day 04
Guided Note-Taking Journal
• Unit 6: Day 05 Paraphrasing
• Unit 6: Day 06
Analyzing a Peer's Work
• Unit 6: Day 07
Glows & Grows
• Unit 6: Day 08
Introducing the Rubric
• Unit 6: Day 09
The 5 Square Graphic Organizer
• Unit 6: Day 10
Linking Words
• Unit 6: Day 11
Reviewing the Plan
• Unit 6: Day 12 Formal Writing - Part 1
• Unit 6: Day 13
Formal Writing - Part 2
• Unit 6: Day 14
Revising
J

GRADE LEVEL EXPECTATION	W.5.6.	<ul> <li>Unit 6: Day 15         Editing         <ul> <li>Unit 6: Day 16</li> <li>Scoring and Publishing</li> </ul> </li> <li>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.</li> <li>WritingCity         <ul> <li>Unit 6: Day 16</li> <li>Scoring and Publishing</li> </ul> </li> </ul>
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <u>WritingCity</u> • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>WritingCity</u> • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 13 Formal Writing - Part 2
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	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]").         WritingCity         • Unit 2: Day 18         Ways Writers Respond to Reading         • Unit 2: Day 19         Writers Respond to Questions and Prompts         • Unit 2: Day 21         Read, Reread, Respond, and Score         • Unit 5: Day 10         Compare the Past         • Unit 5: Day 12         Response to Historical Fiction Text         • Unit 5: Day 13
INDICATOR	W.5.9(b)	Response to Historical Fiction Text           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]").
		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 3a: 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 03\$ Square Paragraphs• Unit 4: Day 04\$ Square Paragraph Graphic Organizer• Unit 4: Day 13Response to Text: Two of a Kind• Unit 4: Day 14Response to Text: Planning Template• Unit 4: Day 14Response to Text: Planning Template• Unit 5: Day 12Response to Historical Fiction Text• Unit 5: Day 12Response to Historical Fiction Text

		Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 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 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score

Model the Plan - Unit 3:: Day 06 Where I Live - Unit 3:: Day 07 3 Points - Unit 3:: Day 08 Revising the End - Unit 3:: Day 09 Using Commas - Unit 3:: Day 10 Revising Part 1 - Unit 3:: Day 11 E Unit 3:: Day 12 E Unit 3: Rubric Scoring - Unit 3:: Day 02 Brainstorming - Unit 3:: Day 02 Brainstorming - Unit 3:: Day 02 S quare Paragraphs - Unit 3:: Day 05 Linking Ideas - Unit 3:: Day 08 Writing Strong Conclusions - Unit 3:: Day 09 Revising - Unit 3:: Day 01 - Unit 3:: Day 04 S square Paragraphs - Unit 3:: Day 04 - Unit 4: Day 04 - S quare Paragraphs - Unit 4: Day 05 - Facts Rubric - Unit 4: Day 05 - Paragraphs 1 & 2 - Unit 4: Day 05 - Barden Publishing - Unit 4: Day 05 - Facts Rubric - Unit 4: Day 05 - Facts Rubric - Unit 4: Day 05 - Facts Rubric - Unit 4: Day 05 - Barden Publishing - Unit 4: Day 05 - Barden Publishi	
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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	
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Response to Text: Two of a Kind • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters	
Unit 5: Day 04     What's the Plan?     Unit 5: Day 05     Developing Characters	
Unit 5: Day 04     What's the Plan?     Unit 5: Day 05     Developing Characters	Response to Text: Two of a Kind
What's the Plan? • Unit 5: Day 05 Developing Characters	
Developing Characters	What's the Plan?
Developing Characters	Unit 5: Day 05
	• Unit 5: Day 06

		Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09 Editing • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08
		Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

		WritingCity• Unit 1: Day 05Sentence Fluency• Unit 2: Day 01Vary Sentences Part 1• Unit 2: Day 02Vary Sentences Part 2• Unit 2: Day 03Sensory Images• Unit 2: Day 09Writing from Experience• Unit 2: Day 15Editing• Unit 3a: Day 19Using Commas• Unit 3a: Day 11Revising Part 2• Unit 3b: Day 12Editing• Unit 3b: Day 10Editing• Unit 3b: Day 10Editing• Unit 4: Day 11Editing• Unit 4: Day 11Editing• Unit 4: Day 06Kyle's Formal Writing Assessment• Unit 4: Day 11Editing• Unit 5: Day 04What's the Plan?• Unit 6: Day 15• Unit 6: Day 15
		Editing
INDICATOR	L.5.1(b)	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. <u>WritingCity</u> • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
INDICATOR	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Editing • 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
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
		WritingCity
		• Unit 1: Day 07
		Conventions
		• Unit 2: Day 15
		Editing
		• Unit 3a: Day 09
		Using Commas
		• Unit 3a: Day 12
		Editing
		• Unit 3b: Day 06
		Carly's Formal Writing Assessment
		• Unit 3b: Day 10
		Editing
		• Unit 4: Day 11
		Editing
		• Unit 5: Day 04
		What's the Plan?
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13 Formal Writing - Part 2
		• Unit 6: Day 15
		Editing
INDICATOR	L.5.1(e)	Use correlative conjunctions (e.g., either/or, neither/nor).
		WritingCity
		• Unit 1: Day 05
		Sentence Fluency
		• Unit 2: Day 01
		Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 03
		Sensory Images
		Unit 2: Day 09 Writing from Experience
		• Unit 2: Day 15
		Editing
		• Unit 3a: Day 09
		Using Commas
		• Unit 3a: Day 11
		Revising Part 2
		• Unit 3a: Day 12
		Editing
		• Unit 3b: Day 06
		Carly's Formal Writing Assessment
		• Unit 3b: Day 10
		Editing
		• Unit 4: Day 06
		Kyle's Formal Writing Assessment
		• Unit 4: Day 11
		Editing
		• Unit 5: Day 04
		What's the Plan?
		• Unit 6: Day 15
		Editing
DOMAIN / CONTENT	CT.CC.L.5.	Language Standards
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(a)	Use punctuation to separate items in a series. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas • Unit 6: Day 15 Editing
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence. <u>WritingCity</u> • 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
INDICATOR	L.5.2(c)	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). <u>WritingCity</u> • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
INDICATOR	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works. <u>WritingCity</u> • 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
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed. WritingCity

		<ul> <li>Unit 1: Day 07</li> <li>Conventions</li> <li>Unit 2: Day 15</li> <li>Editing</li> <li>Unit 3a: Day 12</li> <li>Editing</li> <li>Unit 3b: Day 06</li> <li>Carly's Formal Writing Assessment</li> <li>Unit 3b: Day 10</li> <li>Editing</li> <li>Unit 4: Day 11</li> <li>Editing</li> <li>Unit 5: Day 04</li> <li>What's the Plan?</li> <li>Unit 6: Day 15</li> <li>Editing</li> </ul>
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 5: Day 07 Revising Part 1 • Unit 6: Day 05 Paraphrasing
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(b)	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work

		• Unit 6: Day 07 Glows & Grows
INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
		WritingCity • Unit 1: Day 06
		Word Choice • Unit 3b: Day 01
		Definitions and Details
		• Unit 3b: Day 03 5 Square Paragraphs
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(a)	Interpret figurative language, including similes and metaphors, in context.
		WritingCity • Unit 1: Day 04
		Voice
		• Unit 1: Day 08 Figurative Language
		Unit 1: Day 09 Metaphors & Similes
		• Unit 2: Day 03
		Sensory Images
INDICATOR	L.5.5(b)	Recognize and explain the meaning of common idioms, adages, and proverbs.
		WritingCity
		Unit 5: Day 08     Revising Part 2
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		WritingCity
		Unit 5: Day 07 Revising Part 1
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
	L.5.6.	Acquire and use accurately grade-appropriate general academic
EXPECTATION		and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		WritingCity
		• Unit 3a: Day 01
		Explanatory Writing • Unit 3a: Day 03
		Who is Stronger? • Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End • Unit 3a: Day 11
		Revising Part 2 • Unit 3b: Day 03
		· Unit SD. Day US

5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14	
Revising	

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