# Main Criteria: Hawaii Content and Performance Standards Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5 Correlation Options: Show Correlated

#### Hawaii Content and Performance Standards

#### Language Arts

Grade: K - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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). WritingCity • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 02 The Best • 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		WritingCity
		• Unit 1: Day 06
		Transitional Writer
		Unit 2a: Day 01 Picture Planning
		• Unit 2a: Day 02
		Draw and Write
		Unit 2a: Day 03     Draw and Write Part 2
		• Unit 2a: Day 04
		Draw and Write Part 3
		Unit 2a: Day 05 Draw and Write Part 4
		• Unit 2a: Day 06
		Draw and Write Part 5
		Unit 2a: Day 07 Draw and Write Part 6
		• Unit 2a: Day 08
		Glows and Grows
		Unit 2a: Day 09 Find the Glows and Grows
		• Unit 2a: Day 10
		Let's Write
		Unit 2b: Day 01 Writing on Your Own
		• Unit 2b: Day 02
		Sharing Your Writing
		Unit 2b: Day 03 Keep On Writing
		• Unit 2b: Day 04
		Write On!
		• Unit 2b: Day 05 Just Keep Writing
		• Unit 2b: Day 06
		Write? Right!
		• Unit 2b: Day 07 Writers R Us
		• Unit 2b: Day 08
		The Checklist
		Unit 2b: Day 09     Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		Unit 3a: Day 02 High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		Unit 3a: Day 04 Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		Unit 3a: Day 06 Time to Write
		• Unit 3a: Day 07
		Find the Words
		Unit 3a: Day 08     New Writing Topics
		• Unit 3a: Day 09

		The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.         WritingCity         • Unit 6: Day 10         Scoring Research
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <u>WritingCity</u> • 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
CONTENT STANDARD / COURSE	HI.CC.L.K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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 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 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         EXPECTATION / TOPIC         L.K.1(b)         Use frequently occurring nouns and verbs.         WritingCity         • Unit 3a: Day 01         Word Wall         • Unit 3a: Day 02         High Frequency Words         • Unit 3a: Day 03         More High Frequency Words         • Unit 3a: Day 04         Even More High Frequency Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 00         Time to Write         • Unit 3a: Day 03         New Writing Topics         • Unit 3a: Day 08         New Writig Topics         • Unit 3a: Day 09         The Pronoun "I"         • Unit 3b: Day 04         Write Informatively         • Unit 3b: Day 04         More Informatively         • Unit 3b: Day 04         Word Wall         • Unit 3b: Day 04	
• Unit 5: Day 06 Opposites         EXPECTATION / TOPIC       L.K.1(b)         Use frequently occurring nouns and verbs.         WritingCity • Unit 3a: Day 01 Word Wall         • Unit 3a: Day 02 High Frequency Words         • Unit 3a: Day 03 More High Frequency Words         • Unit 3a: Day 04 Even More High Frequency Words         • Unit 3a: Day 05 High Frequency Word Masters         • Unit 3a: Day 06 Time to Write         • Unit 3a: Day 08 New Writing Topics         • Unit 3a: Day 09 The Pronoun "I"         • Unit 3b: Day 00 The Checklist         • Unit 3b: Day 04 More Information         • Unit 3b: Day 04 More Information         • Unit 3b: Day 04 More Information         • Unit 3b: Day 05 Unit 3b: Day 04 More Information         • Unit 3b: Day 06 Sentence Types	
EXPECTATION / TOPIC       L.K.1(b)       Use frequently occurring nouns and verbs.         WritingCity <ul> <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>Even More High Frequency Words</li> <li>Unit 3a: Day 04</li> <li>Even More High Frequency Words</li> <li>Unit 3a: Day 04</li> <li>Even More High Frequency Words</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 09</li> <li>The Pronoun "I"</li> <li>Unit 3a: Day 09</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> <li>Unit 3b: Day 07</li> </ul>	
EXPECTATION / TOPIC       L.K.1(b)       Use frequently occurring nouns and verbs.         WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 07 Find the Words • Unit 3a: Day 07 Find the Words • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 04 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 07	
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 Words         • Unit 3a: Day 05         High Frequency Word Masters         • Unit 3a: Day 06         Time to Write         • Unit 3a: Day 07         Find the Words         • Unit 3a: Day 08         New Writing Topics         • Unit 3a: Day 09         The Pronoun "I"         • Unit 3a: Day 01         The Checklist         • Unit 3b: Day 03         Write Informatively         • Unit 3b: Day 05         Inform Again         • Unit 3b: Day 05         Inform Again         • Unit 3b: Day 05         Inform Again         • Unit 3b: Day 05	
<ul> <li>Unit 3a: Day 01</li> <li>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> </ul> </li> <li>Even 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 09</li> <li>The Pronoun "I"</li> <li>Unit 3a: Day 03</li> <li>Write Information</li> <li>Write Information</li> <li>Unit 3b: Day 03</li> <li>Write Information</li> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 07</li> </ul>	
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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 Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 07	
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More 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 3b: Day 03Write Informatively• Unit 3b: Day 04More Information• Unit 3b: Day 05Inform Again• Unit 3b: Day 06Sentence Types• Unit 3b: Day 07	
<ul> <li>Unit 3a: Day 04</li> <li>Even More High Frequency Words <ul> <li>Unit 3a: Day 05</li> <li>High Frequency Word Masters</li> <li>Unit 3a: Day 06</li> </ul> </li> <li>Time to Write <ul> <li>Unit 3a: Day 07</li> </ul> </li> <li>Find the Words <ul> <li>Unit 3a: Day 08</li> </ul> </li> <li>New Writing Topics</li> <li>Unit 3a: Day 09</li> <li>The Pronoun "I" <ul> <li>Unit 3a: Day 09</li> </ul> </li> <li>The Checklist <ul> <li>Unit 3b: Day 03</li> </ul> </li> <li>Write Information <ul> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> </ul> </li> </ul>	
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 07	
<ul> <li>Unit 3a: Day 05</li> <li>High Frequency Word Masters <ul> <li>Unit 3a: Day 06</li> <li>Time to Write</li> <li>Unit 3a: Day 07</li> </ul> </li> <li>Find the Words <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> </ul> </li> <li>Write Informatively <ul> <li>Unit 3b: Day 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> </ul> </li> <li>Sentence Types</li> <li>Unit 3b: Day 07</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 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	
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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	
<ul> <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 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 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> </ul>	
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	
<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 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</li> </ul>	
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	
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	
<ul> <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 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> <li>Sentence Types</li> <li>Unit 3b: Day 07</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	
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	
Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07	
Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07	
More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07	
• Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07	1
Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07	
• Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07	
Sentence Types • Unit 3b: Day 07	
• Unit 3b: Day 07	
More Sentences	
• Unit 3b: Day 08	
Even More Sentences	
• Unit 3b: Day 09	
Formal Writing Assessment	
• Unit 5: Day 05	
Color Words Rhymes	
EXPECTATION / TOPIC L.K.1(c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog	
dogs; wish, wishes).	,
WritingCity	
• Unit 3b: Day 03	
Write Informatively	
• Unit 3b: Day 04	
More Information	
• Unit 3b: Day 05	
Inform Again	
• Unit 3b: Day 06	
Sentence Types	
• Unit 3b: Day 07	
More Sentences	
• Unit 3b: Day 08	
Even More Sentences	
EXPECTATION / TOPIC L.K.1(d) Understand and use question words (interrogatives) (e.g., who	,
what, where, when, why, how).	
WritingCity	
• Unit 3b: Day 06	

	1	Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 4: Day 01
		Reasons to Write
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04
		The Best - Part II
		• Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06
		The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10
		The Checklist
EXPECTATION / TOPIC	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in,
		out, on, off, for, of, by, with).
		WritingCity
		• Unit 3a: Day 01
		Word Wall
		Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
EXPECTATION / TOPIC	L.K.1(f)	Produce and expand complete sentences in shared language
		activities.
		WritingCity
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 6: Day 03
		Revising
		• Unit 6: Day 04
		More Revising
		• Unit 6: Day 06
		More Topics
		Unit 6: Day 07

CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN	HI.CC.L.K.	Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research Language Standards Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I. WritingCity • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part 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 01 The Checklist • Unit 5: Day 03 Poems, Poems, Poems • Unit 5: Day 03 Poetry Book

Write a Rhyme- Unit 5: Day 05Color Words Rhymes- Unit 5: Day 06Opposites- Unit 6: Day 06More Topics- Unit 6: Day 10Scoring ResearchEXPECTATION / TOPICL.K.2(b)Recognize and name end punctuation.WritingCity• Unit 6: Day 10Scoring ResearchFind the Words• Unit 3a: Day 06Time to Write• Unit 3a: Day 08New Writing Topics• Unit 3a: Day 09The Proncoun "I"• Unit 3b: Day 10The Checking 1• Unit 3b: Day 04• Unit 3b: Day 05• Unit 3b: Day 04• Unit 3b: Day 05• Unit 3b: Day 04• Unit 3b: Day 05• Unit 3b: Day 05• Unit 3b: Day 04• Unit 3b: Day 05• Unit 3b: Day 06• Unit 3b: Day 07• More Sentences• Unit 3b: Day 08• Unit 3b: Day 08• Unit 3b: Day 07• The Best • Part 10• Unit 4: Day 08• Unit 4: Day 08• Unit 4: Day 08• The Best • Part 10• Unit 4: Day 08<			1
• Unit 5: Day 05           Color Words Rhymes           • Unit 5: Day 06           Opposites           • Unit 6: Day 10           Scoring Research           EXPECTATION / TOPIC           L.K. 2(b)           Recognize and name end punctuation.           WritingCity           • Unit 3: Day 06           Time to Write           • Unit 3: Day 08           Time to Write           • Unit 3: Day 08           Time to Write           • Unit 3: Day 08           The Pronoun "I"           • Unit 3: Day 01           The Checklist           • Unit 3: Day 03           The Fonoun "I"           • Unit 3: Day 04           Reasons to Write           • Unit 3: Day 04           Reasons to Write           • Unit 3: Day 04           More Informatively           • Unit 3: Day 05           Inform Again           • Unit 3: Day 06           Sentence Types           • Unit 3: Day 06           Sentence Types           • Unit 3: Day 06           Formal Writing Assessment           • Unit 4: Day 05           The Bast 1: Day 06           Formal 4: Day			• Unit 5: Day 04
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• Unit 5: Day 06 Opposites • Unit 6: Day 10 Scoring Research           EXPECTATION / TOPIC         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 • Unit 3a: Day 08 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 09 • Unit 3a: Day 09 • Unit 3a: Day 09 • Unit 3b: Day 01 • The Pronoun "I" • Unit 3b: Day 01 • The Checklist • Unit 3b: Day 01 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Write Informative Writing • Unit 3b: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 05 • Unit 3b: Day 05 • Unit 3b: Day 06 • Sontence Types • Unit 3b: Day 08 • Unit 4: Day 04 • That 5 Vort Opinion • Unit 4: Day 04 • The Best • Unit 4: Day 04 • The Best • Part II • Unit 4: Day 06 • The Best • Part II • Unit 4: Day 07 • The Best • Part II • Unit 4: Day 07 • The Best • Part II • Unit 4: Day 08 • Vour Favorite • Unit 4: Day 09 • Deems, Poems, Poems			• Unit 5: Day 05
• Unit 5: Day 06 Opposites • Unit 6: Day 10 Scoring Research           EXPECTATION / TOPIC         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 • Unit 3a: Day 08 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 09 • Unit 3a: Day 09 • Unit 3a: Day 09 • Unit 3b: Day 01 • The Pronoun "I" • Unit 3b: Day 01 • The Checklist • Unit 3b: Day 01 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Write Informative Writing • Unit 3b: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 05 • Unit 3b: Day 05 • Unit 3b: Day 06 • Sontence Types • Unit 3b: Day 08 • Unit 4: Day 04 • That 5 Vort Opinion • Unit 4: Day 04 • The Best • Unit 4: Day 04 • The Best • Part II • Unit 4: Day 06 • The Best • Part II • Unit 4: Day 07 • The Best • Part II • Unit 4: Day 07 • The Best • Part II • Unit 4: Day 08 • Vour Favorite • Unit 4: Day 09 • Deems, Poems, Poems			Color Words Rhymes
Opposites       •Unit 8: Day 06         More Topics       •Unit 8: Day 10         Scoring Research       Recognize and name end punctuation.         EXPECTATION / TOPIC       L.K.2(b)       Recognize and name end punctuation.         WritingCity       •Unit 3:: Day 06         Time to Write       •Unit 3:: Day 06         How to repair the top of			
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• Unit 6: Day 10         Scoring Research         EXPECTATION / TOPIC       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 Pronoum "!"       • Unit 3a: Day 01         The Cronoum "!"       • Unit 3b: Day 01         Reasons to Write       • Unit 3b: Day 02         Informative Writing       • Unit 3b: Day 04         Wore Informatively       • Unit 3b: Day 04         More Informatively       • Unit 3b: Day 04         More Informatively       • Unit 3b: Day 05         Inform Again       • Unit 3b: Day 04         More Sentences       • Unit 3b: Day 05         Inform Again       • Unit 3b: Day 04         More Sentences       • Unit 4b: Day 04         Formal Writing Assessment       • Unit 4b: Day 04         The Best • Part II       • Unit 4b: Day 04         The Best • Part III       • U			
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EXPECTATION / TOPIC       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 09         The Pronoun "I"       • Unit 3a: Day 01         The Checklist       • Unit 3b: Day 01         Reasons to Write       • Unit 3b: Day 04         More Informative Writing       • Unit 3b: Day 04         More Informatively       • Unit 3b: Day 06         Inform Again       • Unit 3b: Day 06         Sentence Types       • Unit 3b: Day 07         More Sentences       • Unit 3b: Day 09         Formal Writing Assessment       • Unit 3b: Day 09         Formal Writing Assessment       • Unit 4: Day 01         Reasons to Write       • Unit 4: Day 01         Reasons to Write       • Unit 4: Day 04         The Best - Part II       • Unit 4: Day 04         The Best - Part III       • Unit 4: Day 03         The Best - Part IV       • Unit 4: Day 08         Your Favorite       • Unit 4: Day 09         Formal Writing Assessment       • Unit 4: Day 07         The Best - Part III			
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<ul> <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 09</li> <li>The Pronoun "I"</li> <li>Unit 3a: Day 10</li> <li>The Checklist</li> <li>Unit 3b: Day 01</li> <li>Reasons to Write</li> <li>Unit 3b: Day 02</li> <li>Informative Writing</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 05</li> <li>Inform Again</li> <li>Unit 3b: Day 06</li> <li>Sentences</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 03</li> <li>The Best Part II</li> <li>Unit 4: Day 04</li> <li>The Best Part III</li> <li>Unit 4: Day 06</li> <li>The Best Part III</li> <li>Unit 4: Day 07</li> <li>The Best Part III</li> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>Stat You Opinion</li> <li>Unit 4: Day 106</li> <li>The Best Part III</li> <li>Unit 4: Day 09</li> <li>Stat You Opinion</li> <li>Unit 4: Day 106</li> <li>The Best Part III</li> <li>Unit 4: Day 107</li> <li>The Best Part III</li> <li>Unit 4: Day 108</li> <li>Your Favorite</li> <li>Unit 4: Day 109</li> <li>Stat You Opinion</li> <li>Unit 4: Day 107</li> <li>The Best Part III</li> <li>Unit 4: Day 108</li> <li>Your Favorite</li> <li>Unit 4: Day 109</li> <li>Stat You Opinion</li> <li>Unit 4: Day 107</li> <li>The Best Part III</li> <li>Unit 4: Day 108</li> <li>Your Favorite</li> <li>Unit 4: Day 109</li> <li>Stat You Opinion</li> <li>Unit 4: Day 107</li> <li>The Recklist Apt 107</li> <li>The Checklist</li> <li>Unit 5: Day 101</li> <li>Poems, Poems, Poems</li> </ul>			WritingCity
Time to Write + Unit 3a: Day 07 Find the Words + Unit 3a: Day 08 New Writing Topics + Unit 3a: Day 09 The Pronoun "I" + Unit 3b: Day 10 The Checklist + Unit 3b: Day 01 Reasons to Write + Unit 3b: Day 02 Informative Writing + Unit 3b: Day 03 Write Information + Unit 3b: Day 05 Inform Again + Unit 3b: Day 06 Sentence Types + Unit 3b: Day 08 Even More Sentences + Unit 3b: Day 08 Formal Writing Assessment + Unit 4: Day 01 Reasons to Write + 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 V + Unit 4: Day 06 The Best - Part V + Unit 4: Day 06 The Best - Part V + Unit 4: Day 08 State Your Opinion + Unit 4: Day 08 Your Favorite + Unit 4: Day 08 Your Favorite + Unit 4: Day 08 Your Favorite + Unit 4: Day 10 The Checklist + Unit 5: Day 01 Poems, Poems, Poems			
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Find the Words + Unit 3a: Day 08 New Writing Topics + Unit 3a: Day 09 The Pronoun "I" + Unit 3b: Day 01 The Checklist + Unit 3b: Day 02 Informative Write + 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 09 Formal Write + Unit 4: Day 01 Reasons to Write + Unit 4: Day 02 The Best + Unit 4: Day 05 The Best + Unit 4: Day 06 The Best + Unit 4: Day 06 The Best + Unit 4: Day 06 The Best - Part II + Unit 4: Day 06 The Best - Part V + Unit 4: Day 06 The Best - Part V + Unit 4: Day 08 State Your Opinion + Unit 4: Day 08 Your Favorite + Unit 4: Day 10 The Checklist + Unit 5: Day 01 Poems, Poems, Poems			
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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			Reasons to Write
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<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 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</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 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			• Unit 4: Day 03
<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 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</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 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			
<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 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</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 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			
<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 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</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 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			
<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 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> </ul>			
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			
<ul> <li>Unit 4: Day 08</li> <li>Your Favorite</li> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> </ul>			• Unit 4: Day 07
Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			The Best - Part V
Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			• Unit 4: Day 08
<ul> <li>Unit 4: Day 09</li> <li>State Your Opinion</li> <li>Unit 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> </ul>			
State Your Ópinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems			
<ul> <li>Unit 4: Day 10</li> <li>The Checklist</li> <li>Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> </ul>			
The Checklist • Unit 5: Day 01 Poems, Poems, Poems			
• Unit 5: Day 01 Poems, Poems, Poems			
Poems, Poems, Poems			
• Unit 5: Day 02			
More, More			More, More, More

	1	
		• 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
EXPECTATION / TOPIC	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		WritingCity
		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
	11	The Checklist
		The Checklist
		• Unit 2b: Day 09
		• Unit 2b: Day 09 Scoring Writing
		• Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01
		• Unit 2b: Day 09 Scoring Writing

		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 09 The Pronoun "I" • Unit 3a: Day 00 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 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 03 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
EXPECTATION / TOPIC	L.K.2(d)	Opposites Spell simple words phonetically, drawing on knowledge of sound- letter relationships.
		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"

		<ul> <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 05</li> <li>Inform Again</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 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 04</li> <li>Write a Rhyme</li> <li>Unit 6: Day 10</li> <li>Scoring Research</li> </ul>
CONTENT STANDARD / COURSE	HI.CC.L.K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <u>WritingCity</u> • Unit 5: Day 06 Opposites

## Hawaii Content and Performance Standards

Language Arts

Grade: 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(g)	Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write

		<ul> <li>Unit 2a: Day 12</li> <li>Recounting Events</li> <li>Unit 2a: Day 14</li> <li>Score with a Rubric</li> <li>Unit 2b: Day 03</li> <li>Thinking about Spelling</li> <li>Unit 2b: Day 04</li> <li>Remembering End Punctuation</li> <li>Unit 2b: Day 05</li> <li>Fluffy the Cat</li> <li>Unit 2b: Day 06</li> <li>Nouns</li> <li>Unit 2b: Day 07</li> <li>Glows and Grows</li> <li>Unit 2b: Day 14</li> <li>Remembering the Focus Skills</li> <li>Unit 5: Day 07</li> <li>Editing</li> <li>Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>Unit 5: Day 12</li> <li>Using the Checklist</li> <li>Unit 6: Day 10</li> <li>Editing Checklist</li> </ul>
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

		WritingCity
		• Unit 1: Day 05
		People and Events
		Unit 1: Day 06 Thisse and Places
		Things and Places
		• Unit 3: Day 01
		Why do we Write?
		• Unit 3: Day 02
		Reasons to Write
		• Unit 3: Day 04
		What is a Fact?
		Unit 3: Day 05
		Planning for Informative Writing
		• Unit 3: Day 06
		Writing to Inform
		Unit 3: Day 07 Introductory Sentence
		Introductory Sentence
		• Unit 3: Day 08
		Past Tense Verbs
		Unit 3: Day 09 Concluding Statement
		Concluding Statement • Unit 3: Day 10
		• 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
INDICATOR / GRADE	W.1.3.	Write narratives in which they recount two or more appropriately
LEVEL EXPECTATION /		sequenced events, include some details regarding what happened,
LEVEL EXPECTATION / BENCHMARK		use temporal words to signal event order, and provide some sense
		use temporal words to signal event order, and provide some sense of closure.
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u>
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</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
		use temporal words to signal event order, and provide some sense of closure. <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
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</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
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • 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
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</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 04 The Doctor's Office • Unit 2a: Day 05 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation!
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</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 04 The Doctor's Office • Unit 2a: Day 05 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
		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 04 The Doctor's Office • 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?
		use temporal words to signal event order, and provide some sense of closure. <u>WritingCitv</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 04 The Doctor's Office • 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
		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 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 04 The Doctor's Office • 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
		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 04 The Doctor's Office • 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 12
		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 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 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
		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 12 Recounting Events • Unit 2a: Day 13
		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 05 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist
		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 12 Recounting Events • Unit 2a: Day 13

		<ul> <li>Unit 2b: Day 01</li> <li>Planning a BME Writing Piece</li> <li>Unit 2b: Day 02</li> <li>Writing a BME Piece</li> <li>Unit 2b: Day 03</li> <li>Thinking about Spelling</li> <li>Unit 2b: Day 04</li> <li>Remembering End Punctuation</li> <li>Unit 2b: Day 05</li> <li>Fluffy the Cat</li> <li>Unit 2b: Day 06</li> <li>Nouns</li> <li>Unit 2b: Day 07</li> <li>Glows and Grows</li> <li>Unit 2b: Day 08</li> <li>Temporal Words</li> <li>Unit 2b: Day 09</li> <li>First, Second, Third</li> <li>Unit 2b: Day 10</li> <li>Revising</li> <li>Unit 2b: Day 11</li> <li>Applying the Focus Skills</li> <li>Unit 2b: Day 13</li> <li>Revising Questions</li> <li>Unit 2b: Day 14</li> <li>Remembering the Focus Skills</li> <li>Unit 2b: Day 15</li> <li>Writing Assessment</li> <li>Unit 5: Day 02</li> <li>Planning with 4 Ws</li> <li>Unit 5: Day 03</li> <li>Revising a Peer's 4 W Piece</li> <li>Unit 5: Day 04</li> </ul>
		The Candy House • Unit 5: Day 06
		Expand a Sentence
		Unit 5: Day 10 Assessment Writing
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment

		• Unit 3: Day 15
		Revising • Unit 3: Day 16
		Publishing and Sharing
		• Unit 4: Day 07
		Adding Details
		• 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     Bouising the Assessment Disces
		Revising the Assessment Piece • Unit 6: Day 03
		What Will You Need?
		• Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05
		Glows and Grows
		• Unit 6: Day 06
		Review Focus Skills
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment <ul> <li>Unit 6: Day 09</li> </ul>
		Answering the Revising Question
		• Unit 6: Day 10
		Editing Checklist
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		· <u>WritingCity</u> • Unit 6: Day 10
		Editing Checklist
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD /		Research to Build and Present Knowledge
PERFORMANCE		
INDICATOR / DOMAIN		
INDICATOR / GRADE	W.1.7.	Participate in shared research and writing projects (e.g., explore a
LEVEL EXPECTATION /		number of "how-to" books on a given topic and use them to write a
BENCHMARK		sequence of instructions).
		WritingCity
		• Unit 6: Day 03 What Will You Need?
		• Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05
		Glows and Grows
		• Unit 6: Day 06
		Review Focus Skills
		• Unit 6: Day 07
1	11	Assessment Writing
		Unit 6: Day 08     Finishing the Assessment

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 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 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
CONTENT STANDARD /	HI.CC.L.1.	Language Standards
COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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 The Doctor's Office
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns. WritingCity • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 03 Nouns

	1	• Unit 3: Day 04
		What is a Fact?
		Unit 3: Day 05 Planning for Informative Writing
		• Unit 3: Day 06
		Writing to Inform
		Unit 3: Day 12 Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14
		Informative/Explanatory Writing  • Unit 6: Day 01
		"How To"
		• Unit 6: Day 02
		The "How To" Plan • Unit 6: Day 03
		What Will You Need?
EXPECTATION / TOPIC	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
		WritingCity  • Unit 3: Day 11
		Sarah Went to the Museum
		• Unit 3: Day 13
		Planning the Writing Assessment • Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 09
		Writing with Prepositions • Unit 4: Day 10
		The Best Thing to Do With a Friend
		• Unit 4: Day 11
		Assessment Writing
EXPECTATION / TOPIC	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
		WritingCity
		Unit 3: Day 07
		Introductory Sentence • Unit 3: Day 08
		Past Tense Verbs
		• Unit 3: Day 10
		Pronouns • Unit 3: Day 11
		Sarah Went to the Museum
		Unit 3: Day 12
		Adding a Conclusion • Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14
		Informative/Explanatory Writing <ul> <li>Unit 4: Day 05</li> </ul>
		Adjectives
		Unit 4: Day 06     Paviowing the Focus Skills
		Reviewing the Focus Skills • Unit 4: Day 11
		Assessment Writing
EXPECTATION / TOPIC	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 Death Tenne Verbe
		Past Tense Verbs • Unit 3: Day 09 Concluding Statement
		• Unit 3: Day 10 Pronouns • Unit 3: Day 11
		Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion
		Unit 3: Day 13     Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing     Unit 4: Day 09
		Writing with Prepositions • Unit 4: Day 10
		The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
		• Unit 6: Day 04 Verb Tenses
		• Unit 6: Day 05 Glows and Grows • Unit 6: Day 07
		Assessment Writing • Unit 6: Day 08
EXPECTATION / TOPIC	L.1.1(f)	Finishing the Assessment Use frequently occurring adjectives.
	()	WritingCity
		Unit 4: Day 05 Adjectives
		Unit 4: Day 06 Reviewing the Focus Skills
		Unit 4: Day 07 Adding Details
		• Unit 4: Day 08
		Revising with a Peer • Unit 4: Day 11
		Assessment Writing
		Unit 4: Day 12 Revising the Assessment Writing
		Unit 6: Day 03 What Will You Need?
		• Unit 6: Day 05
		Glows and Grows • Unit 6: Day 07
		Assessment Writing
		Unit 6: Day 08 Finishing the Assessment
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.1.1(h)	Use determiners (e.g., articles, demonstratives). <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward). WritingCity • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(a)	Capitalize dates and names of people. WritingCity • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric

		<ul> <li>Unit 2b: Day 04</li> <li>Remembering End Punctuation</li> <li>Unit 2b: Day 05</li> <li>Fluffy the Cat</li> <li>Unit 2b: Day 14</li> <li>Remembering the Focus Skills</li> <li>Unit 3: Day 03</li> <li>Nouns</li> <li>Unit 3: Day 04</li> <li>What is a Fact?</li> <li>Unit 3: Day 05</li> <li>Planning for Informative Writing</li> <li>Unit 3: Day 06</li> <li>Writing to Inform</li> <li>Unit 3: Day 07</li> <li>Introductory Sentence</li> <li>Unit 3: Day 08</li> <li>Past Tense Verbs</li> <li>Unit 3: Day 09</li> <li>Concluding Statement</li> <li>Unit 3: Day 14</li> <li>Informative/Explanatory Writing</li> <li>Unit 5: Day 01</li> <li>4 Ws</li> <li>Unit 5: Day 02</li> <li>Planning with 4 Ws</li> <li>Unit 5: Day 07</li> <li>The Candy House</li> <li>Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>Unit 5: Day 09</li> <li>Peer Editing</li> <li>Unit 5: Day 12</li> <li>Using the Checklist</li> <li>Unit 5: Day 12</li> </ul>
		The "How To" Plan
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences. <u>WritingCity</u> • 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 2: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion

		<ul> <li>Unit 4: Day 04</li> <li>Using Prepositions</li> <li>Unit 4: Day 09</li> <li>Writing with Prepositions</li> <li>Unit 4: Day 10</li> <li>The Best Thing to Do With a Friend</li> <li>Unit 4: Day 11</li> <li>Assessment Writing</li> <li>Unit 5: Day 05</li> <li>The Candy House</li> <li>Unit 5: Day 07</li> <li>Editing</li> <li>Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>Unit 5: Day 12</li> <li>Using the Checklist</li> <li>Unit 6: Day 10</li> <li>Editing Checklist</li> </ul>
EXPECTATION / TOPIC	L.1.2(c)	Use commas in dates and to separate single words in a series.
		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
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <u>WritingCity</u> • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 06 Things 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     Distance Diag and Write
		Picture, Plan and Write
		Unit 2a: Day 12
		Recounting Events • Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling
		• Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		Unit 2b: Day 14     Bemembering the Feelue Skille
		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
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic
		awareness and spelling conventions.
	II.	
		WritingCity
		• Unit 1: Day 01
		• Unit 1: Day 01 Learn More About Writing
		Unit 1: Day 01 Learn More About Writing     Unit 1: Day 02
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> </ul>
		• 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
		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
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> </ul>
		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
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> </ul>
		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
		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 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
		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 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
		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 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
		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
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> <li>Things and Places</li> <li>Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>Unit 2a: Day 04</li> <li>The Hook</li> <li>Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>Unit 2a: Day 07</li> <li>Including Characters</li> <li>Unit 2a: Day 08</li> </ul>
		Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers Unit 1: Day 03 Sound Card Bingo Unit 1: Day 04 Transitional Writer Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 2a: Day 03 Topics and Planning Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters Unit 2a: Day 08 Picture, Plan and Write
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> <li>Things and Places</li> <li>Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>Unit 2a: Day 04</li> <li>The Hook</li> <li>Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>Unit 2a: Day 07</li> <li>Including Characters</li> <li>Unit 2a: Day 08</li> <li>Picture, Plan and Write</li> <li>Unit 2a: Day 12</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> <li>Things and Places</li> <li>Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>Unit 2a: Day 04</li> <li>The Hook</li> <li>Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>Unit 2a: Day 07</li> <li>Including Characters</li> <li>Unit 2a: Day 08</li> <li>Picture, Plan and Write</li> <li>Unit 2a: Day 12</li> <li>Recounting Events</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> <li>Things and Places</li> <li>Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>Unit 2a: Day 04</li> <li>The Hook</li> <li>Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>Unit 2a: Day 07</li> <li>Including Characters</li> <li>Unit 2a: Day 12</li> <li>Recounting Events</li> <li>Unit 2a: Day 13</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> <li>Things and Places</li> <li>Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>Unit 2a: Day 04</li> <li>The Hook</li> <li>Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>Unit 2a: Day 07</li> <li>Including Characters</li> <li>Unit 2a: Day 08</li> <li>Picture, Plan and Write</li> <li>Unit 2a: Day 12</li> <li>Recounting Events</li> <li>Unit 2a: Day 13</li> <li>The Checklist</li> </ul>
		<ul> <li>Unit 1: Day 01</li> <li>Learn More About Writing</li> <li>Unit 1: Day 02</li> <li>We Are Writers</li> <li>Unit 1: Day 03</li> <li>Sound Card Bingo</li> <li>Unit 1: Day 04</li> <li>Transitional Writer</li> <li>Unit 1: Day 05</li> <li>People and Events</li> <li>Unit 1: Day 06</li> <li>Things and Places</li> <li>Unit 2a: Day 03</li> <li>Topics and Planning</li> <li>Unit 2a: Day 04</li> <li>The Hook</li> <li>Unit 2a: Day 05</li> <li>The Doctor's Office</li> <li>Unit 2a: Day 06</li> <li>Think About Spacing</li> <li>Unit 2a: Day 07</li> <li>Including Characters</li> <li>Unit 2a: Day 12</li> <li>Recounting Events</li> <li>Unit 2a: Day 13</li> </ul>

		• Unit 2b: Day 03
		Thinking about Spelling
		Unit 2b: Day 04     Bemembering End Punctuation
		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
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word
BENCHMARK		meanings.
EXPECTATION / TOPIC	L.1.5(c)	Identify real-life connections between words and their use (e.g.,
		note places at home that are cozy).
		WritingCity
		• Unit 1: Day 05
		People and Events • Unit 1: Day 06
		Things and Places
EXPECTATION / TOPIC	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.
		WritingCity
		WritingCity • Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 05 Glows and Grows
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08 Finishing the Assessment
CONTENT STANDARD /	HI.CC.L.1.	Language Standards
COURSE		
STANDARD / PERFORMANCE		Vocabulary Acquisition and Use
INDICATOR / DOMAIN	L.1.6.	Use words and phrases acquired through conversations, reading
LEVEL EXPECTATION /	L.1.0.	and being read to, and responding to texts, including using
BENCHMARK		frequently occurring conjunctions to signal simple relationships
		(e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
L		Necause she inces that.

	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
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## Hawaii Content and Performance Standards

Language Arts

Grade: 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.W.2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. WritingCity • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words • Unit 4: Day 02 Linking Words • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	<ul> <li>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>WritingCity <ul> <li>Unit 3a: Day 01</li> <li>Introducing the 2 Paragraph Planning Sheet</li> <li>Unit 3a: Day 02</li> </ul> </li> <li>Plural Nouns <ul> <li>Unit 3a: Day 03</li> </ul> </li> </ul>

		2 Paragraph Planning
		• Unit 3a: Day 04 Writing 2 December
		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 Noune
		Defining Nouns • Unit 3b: Day 03
		Defining Nouns Part 2
		• Unit 3b: Day 04
		Writing a Conclusion
		• Unit 3b: Day 05
		Varying Sentences
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 12
		Formal Writing Assessment: Planning
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		Unit 3b: Day 15     Earmal Writing Accessment: Revising and Editing
		Formal Writing Assessment: Revising and Editing <ul> <li>Unit 3b: Day 17</li> </ul>
		Formal Writing Assessment: Publishing
		• Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
INDICATOR / GRADE	W.2.3.	Write narratives in which they recount a well-elaborated event or
LEVEL EXPECTATION /		short sequence of events, include details to describe actions,
BENCHMARK		thoughts, and feelings, use temporal words to signal event order,
		and provide a sense of closure.
		WritingCity
		• Unit 1: Day 02
		Traits: Ideas
		• Unit 1: Day 03
		Traits: Organization
		Traits: Organization • Unit 1: Day 04 Traits: Voice

		Unit 1: Day 06 Traite: Word Chains
		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
		<ul> <li>Unit 2: Day 05</li> <li>Narrative Writing: Revising by Adding Details</li> </ul>
		• Unit 2: Day 06
		Narrative Writing: Revising to add Thoughts and Feelings
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1
		Unit 2: Day 09
		Narrative Writing: Temporal Words Day 2 <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     Weiting in the Best Tange Day 4
		Writing in the Past Tense Day 1 • Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 05
		Adjectives
		• Únit 5: Day 06
		Possessive and Plural Nouns
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		Unit 5: Day 10 Formal Writing Assessment
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		• Unit 5: Day 12
		Using Temporal Words
CONTENT STANDARD /	HI.CC.W.2.	Writing Standards
COURSE		
STANDARD /		Production and Distribution of Writing
PERFORMANCE		<b>.</b>
INDICATOR / DOMAIN		
INDICATOR / GRADE	W.2.5.	With guidance and support from adults and peers, focus on a topic
LEVEL EXPECTATION /		and strengthen writing as needed by revising and editing.
BENCHMARK		
		WritingCity
		Unit 1: Day 01     Catting Beady to Writes Tanica
		Getting Ready to Write: Topics • Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		• Unit 3a: Day 02
		Plural Nouns
	11	• Unit 3a: Day 03
		2 Paragraph Planning
		2 Paragraph Planning • Unit 3a: Day 04
		2 Paragraph Planning

1 11 11	Revising to Add Adjectives and Adverbs
1 11 11	• Unit 3a: Day 06
	Revising Checklist
	• Unit 3a: Day 07
	Glows and Grows
	• Unit 3a: Day 08
	Vrite Informative Text Part 1
	• Unit 3a: Day 09 Vrite Informative Text Part 2
	• Unit 3a: Day 10
	Revising Checklist
	• Unit 3a: Day 11
1 11 11	Formal Writing Assessment: Plan
	• Unit 3a: Day 12
	Formal Writing Assessment
	• Unit 3a: Day 13
	Scoring with a Rubric
	• Unit 3b: Day 01
F	acts and Opinions
	• Unit 3b: Day 02
	Defining Nouns
	• Unit 3b: Day 03
	Defining Nouns Part 2
	• Unit 3b: Day 04
	Vriting a Conclusion
	• Unit 3b: Day 05
	/arying 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
	Vriting 2 Paragraphs
	• Unit 3b: Day 11
E	Editing
	• Unit 3b: Day 12
	Formal Writing Assessment: Planning
	• Unit 3b: Day 13
	Formal Writing Assessment - Part 1
	• Unit 3b: Day 14
	Formal Writing Assessment - Part 2
	Unit 3b: Day 15     Commonly Writing Approximate Pavining and Editing
	Formal Writing Assessment: Revising and Editing • Unit 3b: Day 16
	Formal Writing Assessment: Scoring
	• Unit 3b: Day 17
	Formal Writing Assessment: Publishing
	• Unit 4: Day 01
	Facts and Opinions
	• Unit 4: Day 02
	Linking Words
	• Unit 4: Day 03
	Reflexive Pronouns
	• Unit 4: Day 04
	Revising and Editing with a Checklist
	• Unit 4: Day 05
	Peer Revising
	• Unit 4: Day 07
	Planning
	• Unit 4: Day 08
	Contractions

Unit 4: Day 09 Revising and Editing     Unit 4: Day 10 Writing a Letter     Unit 4: Day 11 Formal Writing Assessment: Planning     Unit 4: Day 12 Formal Writing Assessment     Unit 4: Day 13 Formal Writing Assessment: Revising and Editing     Unit 4: Day 15	
• 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	
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: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15	
<ul> <li>Unit 4: Day 12</li> <li>Formal Writing Assessment</li> <li>Unit 4: Day 13</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>Unit 4: Day 15</li> </ul>	
Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15	
<ul> <li>Unit 4: Day 13</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>Unit 4: Day 15</li> </ul>	
Formal Writing Assessment: Revising and Editing <ul> <li>Unit 4: Day 15</li> </ul>	
• Unit 4: Day 15	
Example 1 Multiple and Annotation of the Annotat	
Formal Writing Assessment: Scoring with a Rubric  • Unit 5: Day 07	
Revising to Add Adjectives and Details	
• Unit 5: Day 08	
Peer Revision	
• Unit 5: Day 11	
Formal Writing Assessment: Revising	
• Unit 5: Day 12	
Using Temporal Words	
• Unit 6: Day 06	
4 Paragraph Planning SheetPart 1	
• Unit 6: Day 07	
4 Paragraph Planning SheetPart 2	
• Unit 6: Day 08	
Formal Writing Assessment Part 1	
• Unit 6: Day 09	
Formal Writing Assessment Part 2	
Unit 6: Day 10	
Formal Writing Assessment: Revising and Editing <ul> <li>Unit 6: Day 11</li> </ul>	
Formal Writing Assessment: Scoring with a Rubric	
INDICATOR / GRADE         W.2.6.         With guidance and support from adults, use a variety of digitation to produce and publish writing, including in collaboration with peers.	
Multium City	
WritingCity     Unit 4: Day 06	
Publishing	
• Unit 4: Day 14	
Formal Writing Assessment: Publishing	
• Unit 5: Day 13	
Formal Writing Assessment: Scoring with a Rubric	
• Unit 6: Day 12	
Formal Writing Assessment: Publishing	
CONTENT STANDARD / HI.CC.W.2. Writing Standards	
COURSE	
STANDARD / Research to Build and Present Knowledge	
PERFORMANCE	
INDICATOR / DOMAIN	
INDICATOR / GRADE W.2.7. Participate in shared research and writing projects (e.g., read	a
LEVEL EXPECTATION / number of books on a single topic to produce a report; record	
BENCHMARK science observations).	
WritingCity	
Unit 6: Day 01	
Writing Definitions	
• Unit 6: Day 02	
Collective Nouns	
• Unit 6: Day 03	
Adjactives	
Adjectives	
• Unit 6: Day 05	

		4 Percenter Blanning Check, Part 4
		4 Paragraph Planning SheetPart 1 <ul> <li>Unit 6: Day 07</li> </ul>
		4 Paragraph Planning SheetPart 2
INDICATOR / GRADE	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
BENCHMARK		WritingCity         • Unit 3b: Day 02         Defining Nouns         • Unit 3b: Day 03         Defining Nouns Part 2         • Unit 3b: Day 06         Practicing Planning a 2 Paragraph Piece         • Unit 3b: Day 07         Practicing With Short and Long Sentences         • Unit 3b: Day 09         Planning         • Unit 3b: Day 13         Formal Writing Assessment - Part 1         • Unit 3b: Day 14         Formal Writing Assessment - Part 2         • Unit 3b: Day 15         Formal Writing Assessment: Revising and Editing         • Unit 6: Day 01         Writing Definitions         • Unit 6: Day 02         Collective Nouns         • Unit 6: Day 03         Adjectives         • Unit 6: Day 05         Research Resources         • Unit 6: Day 06         4 Paragraph Planning SheetPart 1         • Unit 6: Day 07
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1(a)	Use collective nouns (e.g., group). WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 6: Day 02 Collective Nouns • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION / TOPIC	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <u>WritingCity</u> • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 07

	1	
		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
EXPECTATION / TOPIC	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
		WritingCity
		• Unit 4: Day 03
		Reflexive Pronouns
		• Unit 4: Day 04
		Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning
		Unit 4: Day 08 Contractions
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment
		• Unit 4: Day 13
		Correct Writing Accessment, Devising and Editing
		Formal Writing Assessment: Revising and Editing
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs
EXPECTATION / TOPIC	L.2.1(d)	
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). WritingCity
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). WritingCity
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1
EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning
EXPECTATION / TOPIC		Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 2: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10
		Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>WritingCity</u> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 2: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment Use adjectives and adverbs, and choose between them depending on what is to be modified.
		Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). WritingCity • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment Use adjectives and adverbs, and choose between them depending on what is to be modified. WritingCity
		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 2: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment Use adjectives and adverbs, and choose between them depending on what is to be modified. WritingCity • Unit 1: Day 04
		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 2: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment Use adjectives and adverbs, and choose between them depending on what is to be modified. WritingCity • Unit 1: Day 04 Traits: Voice
		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 00 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 2: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment 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
		Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). WritingCity • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment 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
		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 00 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 2: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment 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

		• Unit 3a: Day 06 Revising Checklist
		Unit 3a: Day 09 Write Informative Text Part 2 Unit 2a: Day 40
		• Unit 3a: Day 12 Formal Writing Assessment
		• Unit 5: Day 05 Adjectives
		• Unit 5: Day 06
		Possessive and Plural Nouns • Unit 5: Day 07
		Revising to Add Adjectives and Details
		Unit 5: Day 09 Formal Writing Assessment: Planning
		Unit 5: Day 10 Formal Writing Assessment
		• Unit 6: Day 03
		Adjectives • Unit 6: Day 04
		Alliteration with Adjectives & Adverbs
		Unit 6: Day 08 Formal Writing Assessment Part 1
		• Unit 6: Day 09 Formal Writing Assessment Part 2
		• Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
EXPECTATION / TOPIC	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched
		the movie; The action movie was watched by the little boy).
		WritingCity
		Unit 1: Day 05 Traits: Sentence Fluency
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency
		• Unit 3a: Day 07
		Glows and Grows • Unit 3a: Day 08
		Write Informative Text Part 1
		Unit 3a: Day 09 Write Informative Text Part 2
		• Unit 3a: Day 12 Formal Writing Assessment
		• Unit 3b: Day 05
		Varying Sentences • Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 13 Formal Writing Assessment - Part 1
		• Unit 3b: Day 14 Formal Writing Assessment - Part 2
		Unit 3b: Day 15
CONTENT STANDARD /	HI.CC.L.2.	Formal Writing Assessment: Revising and Editing Language Standards
COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.2.2(a)	Capitalize holidays, product names, and geographic names.

EXPECTATION / TOPIC	L.2.2(b)	WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and EditingUse 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
EXPECTATION / TOPIC	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage- ->badge; boy>boil). <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions

		<ul> <li>Unit 2: Day 08</li> <li>Narrative Writing: Temporal Words Day 1</li> <li>Unit 3b: Day 15</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>Unit 5: Day 04</li> <li>Writing in the Past Tense and Using Plural Nouns</li> <li>Unit 5: Day 06</li> <li>Possessive and Plural Nouns</li> </ul>
EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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

## Hawaii Content and Performance Standards

## Language Arts

	Grade: 3 - Adopted: 2010				
I.CC.RL.3.	Reading Standards for Literature				
	Key Ideas and Details				

CONTENT STANDARD / COURSE	HI.CC.RL.3.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES

		<ul> <li>Unit 2: Day 18</li> <li>Writers Respond to Questions and Prompts</li> <li>Unit 2: Day 20</li> <li>Read, Reread, Respond and Score</li> <li>Unit 2: Day 21</li> <li>Read, Reread, Respond and Score</li> <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> <li>Unit 5: Day 20</li> <li>Responses to Text: Comparing Morals</li> </ul>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
CONTENT STANDARD / COURSE	HI.CC.RL.3.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 5: Day 18 Activate Thinking in Traditional Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters. <u>WritingCity</u> • Unit 2: Day 18 Writers Respond to Questions and Prompts
CONTENT STANDARD / COURSE	HI.CC.RL.3.	Reading Standards for Literature

STANDARD /		Range of Reading and Level of Text Complexity
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
CONTENT STANDARD / COURSE	HI.CC.RI.3.	Reading Standards for Informational Text
STANDARD /		Key Ideas and Details
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE	RI.3.1.	Ask and answer questions to demonstrate understanding of a text,
LEVEL EXPECTATION / BENCHMARK		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 18 Response to Text- A Taste of Two • 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. <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 18 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
CONTENT STANDARD / COURSE	HI.CC.RI.3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.5.	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         Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.         WritingCity         • Unit 3b: Day 14         Nonfiction Text Feature         • Unit 3b: Day 15         3-2-1- Highlight!         • Unit 3b: Day 16         Vocabulary in a Text         • Unit 3b: Day 17         Scoring a Response         • Unit 3b: Day 17         Scoring a Response         • Unit 3b: Day 18         Scoring a Response
COURSE	HI.CC.KI.3.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
CONTENT STANDARD / COURSE	HI.CC.RI.3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
CONTENT STANDARD / COURSE	HI.CC.RF.3.	Reading Standards: Foundational Skills
STANDARD /		Fluency
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE	RF.3.4.	Read with sufficient accuracy and fluency to support
LEVEL EXPECTATION / BENCHMARK		comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
		WritingCity
		• Unit 2: Day 16
		Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES <ul> <li>Unit 2: Day 20</li> </ul>
		Read, Reread, Respond and Score
		• Unit 2: Day 21
		Read, Reread, Respond and Score
		• Unit 4: Day 12
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
CONTENT STANDARD /	HI.CC.W.3.	Writing Standards
COURSE		
STANDARD /		Text Types and Purposes
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view
LEVEL EXPECTATION /		with reasons.
BENCHMARK		
EXPECTATION / TOPIC	W.3.1(a)	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
		WritingCity
		• Unit 4: Day 01
		Persuasion Game
		Unit 4: Day 02     What is Opinion Writing?
		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 <ul> <li>Unit 4: Day 09</li> </ul>
		Formal Writing Assessment
		• Unit 4: Day 10
		Revising
EXPECTATION / TOPIC	W.3.1(c)	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
		WritingCity • Unit 4: Day 06

EXPECTATION / TOPIC	W.3.1(d)	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         Provide a concluding statement or section.         WritingCity         • Unit 4: Day 07         Uno, Dos, Traits: Scoring with Rubric         • Unit 4: Day 07         Uno, Dos, Traits: Scoring with Rubric         • Unit 4: Day 08         Introductions, Conclusions, & Student Planning         • Unit 4: Day 09         Formal Writing Assessment         • Unit 4: Day 10         Revising
CONTENT STANDARD / COURSE	HI.CC.W.3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	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 02 Becoming Experts • Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 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 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
	W.0.2(D)	
		Multing City
		WritingCity
		• Unit 3a: Day 01
		Informational Writing
		• Unit 3a: Day 02
		Paragraphing and Structure
		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 06
		Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		Unit 3a: Day 10
		Teacher Modeling and Planning
		Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 02
		Becoming Experts
		• Unit 3b: Day 03
		Facts, Definitions, and Details
		• Unit 3b: Day 04
		Linking and Transition Words
		Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
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		Searching the Internet
		Searching the Internet
		• Unit 6: Day 03

EXPECTATION / TOPIC	W.3.2(c)	Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <u>WritingCity</u> • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11
		Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
EXPECTATION / TOPIC	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 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing and Scoring • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S
CONTENT STANDARD / COURSE	HI.CC.W.3.	Writing Standards

STANDARD /		Text Types and Purposes
PERFORMANCE		Text Types and Turposes
INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 3: Day 12 Writing Sequencies • Unit 5: Day 03 Planning • Unit 5: Day 04 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 13 Score, Plan, & Write! • Unit 5: Day 14
EXPECTATION / TOPIC	W.3.3(b)	Formal Writing Assessment Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06

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		Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
EXPECTATION / TOPIC	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 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14
EXPECTATION / TOPIC	W.3.3(d)	Formal Writing Assessment Provide a sense of closure.
		WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10

CONTENT STANDARD / COURSE STANDARD / PERFORMANCE	HI.CC.W.3.	Catchy Closures • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment Writing Standards Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising-Glows and Grows • Unit 2: Day 14 Revising-Glows and Grows • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 10 Read, Reread, Respond and Score • Unit 3: Day 01 Informational Writing • Unit 3: Day 01 Informational Writing • Unit 3: Day 11 Special Place • Unit 3: Day 11 Special Place • Unit 3: Day 11 Special Place • Unit 3: Day 10 Formal Writing Assessment

• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 01
Persuasion Game
• Unit 4: Day 02
What is Opinion Writing?
• Unit 4: Day 04
What's Your Opinion?
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 06 Mini Stories Support Your Thesis
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 08 Eable Blanning: Talk it Out
Fable Planning: Talk it Out • Unit 5: Day 09
Linking and Transition Words
• Unit 5: Day 10
Possessives and Plurals, Oh My!
• Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
• Unit 5: Day 13
Score, Plan, & Write!
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 19
Responses to Text: Comparing Morals
• Unit 5: Day 20
Responses to Text: Comparing Morals
• Unit 6: Day 06
Guided Notes Journal
• Unit 6: Day 07
Glows and Grows
• Unit 6: Day 08
5 Square Planning Sheet
• Unit 6: Day 10 Boady, Sat Writel
Ready, Set, Write!
• Unit 6: Day 11 Just Keep Writing
• Unit 6: Day 12
· Onit O. Day 12

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		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 Mitcale Sterm
		Writing the Whole Story
		• Unit 2: Day 08 Planning
		• Unit 2: Day 09
		How to Bait a Reader
		• Unit 2: Day 11
		The 6 Traits Rubric
		• Unit 2: Day 12
		Writing From Experience
		• Unit 2: Day 13
		Scoring with a Rubric
		• Unit 2: Day 15
		EditingGlows and Grows
		• Unit 2: Day 16
		Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES • Unit 2: Day 18
		Writers Respond to Questions and Prompts
		• Unit 2: Day 19
		Using the Checklist
		• Unit 2: Day 20
		Read, Reread, Respond and Score
		• Unit 2: Day 21
		Read, Reread, Respond and Score
		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		Unit 3a: Day 05     Intraductions and Tania Sentences
		Introductions and Topic Sentences <ul> <li>Unit 3a: Day 09</li> </ul>
		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
		Editing Checklist
		• Unit 3b: Day 13 Scoring Our Writing
		• Unit 3b: Day 17
		Scoring a Response
		oooning a Nosponse

<ul> <li>Unit 3b: Day 18</li> <li>Scoring a Response</li> <li>Unit 4: Day 05</li> <li>S Square Organizer</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 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- A Taste of Two Texts</li> <li>Unit 4: Day 13</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 10</li> </ul>
<ul> <li>Unit 4: Day 05</li> <li>S Square Organizer</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 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 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 Planning: Talk it Out</li> </ul>
5 Square Organizer • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out
<ul> <li>Unit 4: Day 10 Revising <ul> <li>Unit 4: Day 11</li> </ul> </li> <li>Editing and Scoring</li> <li>Unit 4: Day 12</li> <li>Response to Text- A Taste of Two <ul> <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 03</li> </ul> </li> <li>Planning Wheels <ul> <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 Planning: Talk it Out</li> </ul> </li> </ul>
Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 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
<ul> <li>Unit 4: Day 11</li> <li>Editing and Scoring <ul> <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 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> </ul> </li> </ul>
Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out
<ul> <li>Unit 4: Day 12</li> <li>Response to Text- A Taste of Two <ul> <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 03</li> </ul> </li> <li>Planning Wheels <ul> <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> </ul> </li> <li>Moral of the Lesson <ul> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> </ul> </li> </ul>
Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out
<ul> <li>Unit 4: Day 13</li> <li>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> </ul> </li> <li>Planning Wheels <ul> <li>Unit 5: Day 04</li> </ul> </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> </ul>
Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out
<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> </ul>
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 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
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 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
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 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
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 06 Moral of the Lesson Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out
Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out
<ul> <li>Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> </ul>
Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out
Unit 5: Day 08     Fable Planning: Talk it Out
Fable Planning: Talk it Out
Possessives and Plurals, Oh My!
• Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
Unit 5: Day 13
Score, Plan, & Write!
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
• Unit 5: Day 17
Editing Fables
• Unit 5: Day 19
Responses to Text: Comparing Morals
• Unit 5: Day 20
Responses to Text: Comparing Morals
• Unit 6: Day 01
Start by Choosing a Topic
• Unit 6: Day 06
Guided Notes Journal
• Unit 6: Day 07
Glows and Grows
• Unit 6: Day 08
5 Square Planning Sheet
• Unit 6: Day 12
Revising Ears
• Unit 6: Day 13
Editing Glasses
• Unit 6: Day 14
Scoring with a Rubric
• Unit 6: Day 16
Reflection and Celebration
INDICATOR / GRADE W.3.6. With guidance and support from adults, use technology to proc
LEVEL EXPECTATION / and publish writing (using keyboarding skills) as well as to inte
BENCHMARK and collaborate with others.

		WritingCity • Unit 6: Day 15 Publishing with Technology
CONTENT STANDARD / COURSE	HI.CC.W.3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.7.	Conduct short research projects that build knowledge about a topic. WritingCity • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <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 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal

CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN	HI.CC.W.3.	Unit 6: Day 07 Glows and Grows Unit 6: Day 08 S Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 14 Scoring with a Rubric Writing Standards Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 09 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 EditingGlows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 01 Informational Writing • Unit 3: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 05 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12

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

CONTENT STANDARD /	HI.CC.L.3.	<ul> <li>• Unit 5: Day 17 Editing Fables</li> <li>• Unit 5: Day 19 Responses to Text: Comparing Morals</li> <li>• Unit 5: Day 20 Responses to Text: Comparing Morals</li> <li>• Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>• Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 07</li> <li>Glows and Grows</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 16</li> <li>Reiflection and Celebration</li> </ul>
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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 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 05
		Unit 5: Day 05     Action Words
		• Unit 5: Day 14
		Formal Writing Assessment
		Unit 5: Day 16
		Revising Fables • Unit 5: Day 17
		Editing Fables
	L 2 4/b)	
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.3.1(c)	Use abstract nouns (e.g., childhood).
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 01
		Real Narrative • Unit 6: Day 09
		Planning Continued
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		Unit 3a: Day 09     Score and Brainstorm
EXPECTATION / TOPIC	L.3.1(g)	Form and use comparative and superlative adjectives and adverbs,
	L.J. 1(9)	and choose between them depending on what is to be modified.
		WritingCity <ul> <li>Unit 3b: Day 05</li> </ul>
		Voice and Word Choice
L		

		• Unit 3b: Day 08 Uno, Dos, Traits
EXPECTATION / TOPIC	L.3.1(h)	Use coordinating and subordinating conjunctions. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 5: Day 01 Meeting Aesop • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
EXPECTATION / TOPIC		
	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
CONTENT STANDARD /	HI.CC.L.3.	Language Standards
COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles. <u>WritingCity</u> • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring

		<ul> <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 17</li> <li>Editing Fables</li> </ul>
EXPECTATION / TOPIC	L.3.2(b)	Use commas in addresses.
	2.0.2(0)	WritingCity • Unit 3b: Day 01 Becoming Authorities
EXPECTATION / TOPIC	L.3.2(c)	Use commas and quotation marks in dialogue.
		WritingCity• Unit 1: Day 026 Traits: Ideas• Unit 1: Day 046 Traits: Voice• Unit 2: Day 02Adverbs• Unit 2: Day 03Dialogue=Detail• Unit 2: Day 04Using Dialogue to Develop Characters• Unit 2: Day 06Writing with Emotion• Unit 2: Day 04Voice• Unit 3a: Day 04Voice• Unit 5: Day 02What is a Fable?• Unit 5: Day 04Fables and Focus• Unit 5: Day 04Formal Writing Assessment• Unit 5: Day 16Revising Fables• Unit 5: Day 17Editing Fables
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

		WritingCity • Unit 1: Day 07 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
EXPECTATION / TOPIC	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 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
EXPECTATION / TOPIC	L.3.2(g)	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
CONTENT STANDARD / COURSE	HI.CC.L.3.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect. <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 11

CONTENT STANDARD / COURSE	HI.CC.L.3.	Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 5: Day 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 Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.L.3.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.L.3.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 5: Day 15 Action Words • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables

## Hawaii Content and Performance Standards

Language Arts

## Grade: 4 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.4.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 05 Dialogue and Punctuation

		• Unit 5: Day 12
		Response to Text
		• Unit 5: Day 13
		Compare and Contrast
CONTENT STANDARD / COURSE	HI.CC.RL.4.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE	RL.4.6.	Compare and contrast the point of view from which different stories
LEVEL EXPECTATION / BENCHMARK	RL.4.0.	are narrated, including the difference between first- and third- person narrations.
		WritingCity • Unit 5: Day 13
		Compare and Contrast
CONTENT STANDARD / COURSE	HI.CC.RL.4.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / DOMAIN	RL.4.9.	Compare and contrast the treatment of similar themes and topics
LEVEL EXPECTATION / BENCHMARK	KL.4.3.	(e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		WritingCity
		• Unit 5: Day 13
		Compare and Contrast
CONTENT STANDARD / COURSE	HI.CC.RL.4.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading
		Unit 2: Day 20 Read, Reread and Respond
		• Unit 2: Day 21 Reread, Respond and Score
CONTENT STANDARD / COURSE	HI.CC.RI.4.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text • Unit 3b: Day 15
		Response Writing and Text Features

		Heit Ohe Devide
		Unit 3b: Day 16 Nonfiction Text Summaries
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		<ul> <li>Unit 4: Day 02</li> <li>What Do We Think of Zoos?</li> </ul>
		• 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
INDICATOR / GRADE	RI.4.2.	Determine the main idea of a text and explain how it is supported by
LEVEL EXPECTATION /	111-7-2-	key details; summarize the text.
BENCHMARK		
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text
		• Unit 3b: Day 15
		Response Writing and Text Features • Unit 3b: Day 16
		Nonfiction Text Summaries
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		Unit 4: Day 02 What Do We Think of Zoos?
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
INDICATOR / GRADE	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical,
LEVEL EXPECTATION /		scientific, or technical text, including what happened and why,
BENCHMARK		based on specific information in the text.
		WritingCity
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		Unit 3b: Day 19     Nonfiction Response and Score- Day 2
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
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CONTENT STANDARD / COURSE	HI.CC.RI.4.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
CONTENT STANDARD / COURSE	HI.CC.RI.4.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 3b: Day 15 Response Writing and Text Features
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	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

		<ul> <li>Unit 3b: Day 17</li> <li>Nonfiction Choice Cards</li> <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 4: Day 02</li> <li>What Do We Think of Zoos?</li> <li>Unit 4: Day 13</li> <li>Response to Text - Persuasive Letter - Part 1</li> <li>Unit 5: Day 12</li> <li>Response to Text</li> <li>Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>Unit 6: Day 07</li> <li>Finishing the Journal</li> </ul>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
CONTENT STANDARD / COURSE	HI.CC.RI.4.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
CONTENT STANDARD / COURSE	HI.CC.RF.4.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.W.4.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION / TOPIC	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
		<ul> <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> </ul>
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	W.4.1(d)	Provide a concluding statement or section related to the opinion presented. <u>WritingCity</u> • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample

		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
CONTENT STANDARD / COURSE	HI.CC.W.4.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	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 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 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 Giows and Grows • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Nite! • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set Nite! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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		WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 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 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 1 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Planning Continued • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
EXPECTATION / TOPIC	W.4.2(c)	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
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform
		about or explain the topic.
		WritingCity
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		Unit 3b: Day 11 Vorbs Vorbs
		Verbs, Verbs, Verbs! • Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
EXPECTATION / TOPIC	W.4.2(e)	Provide a concluding statement or section related to the
		information or explanation presented.
		WritingCity
		• Unit 3a: Day 03
		Using the Planning Sheet
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 05
		Reworking Conclusions
		• Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 07
		Writing Strong Conclusions
		• Unit 3b: Day 12

		Revising with A.R.M.S. • Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
CONTENT STANDARD / COURSE	HI.CC.W.4.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	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
		<ul> <li>Unit 1: Day 03</li> <li>Organization</li> <li>Unit 2: Day 09</li> <li>Scoring With A Rubric - Part 1</li> <li>Unit 2: Day 12</li> <li>Formal Writing</li> </ul>
		<ul> <li>Unit 5: Day 01</li> <li>What is a Legend?</li> <li>Unit 5: Day 03</li> <li>1st or 3rd Person Narrators</li> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 10</li> </ul>
EXPECTATION / TOPIC	W.4.3(b)	Compare Characters Use dialogue and description to develop experiences and events or show the responses of characters to situations.
		Show the responses of characters to situations.         WritingCity         • Unit 1: Day 02         Ideas         • Unit 1: Day 03         Organization         • Unit 1: Day 04         Voice         • Unit 2: Day 06         A Character's Voice         • Unit 2: Day 07         The Conventions of Dialogue         • Unit 2: Day 08         Show And Tell Review         • Unit 2: Day 09         Scoring With A Rubric - Part 1         • Unit 2: Day 10         Scoring With A Rubric - Part 2         • Unit 2: Day 12         Formal Writing         • Unit 3b: Day 08         Revising         • Unit 5: Day 01         What is a Legend?         • Unit 5: Day 03         1st or 3rd Person Narrators         • Unit 5: Day 04         Legend Planning Wheels         • Unit 5: Day 05

		Dialogue and Punctuation
		• Unit 5: Day 06
		Uno, Dos, Traits!
		Unit 5: Day 08     Objects in and Writed
		Check-in and Write!
		• Unit 5: Day 10
		Compare Characters
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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
		Scoring With A Rubric - Part 1
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12

		Formal Writing
		• Unit 5: Day 01 What is a Legend?
		Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses
		Unit 5: Day 03     Ist or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels • Unit 5: Day 06
		Uno, Dos, Traits!
		Unit 5: Day 08 Check-in and Write!
		Unit 5: Day 10 Compare Characters
EXPECTATION / TOPIC	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or
		events.
		WritingCity • Unit 1: Day 02
		Ideas
		• Unit 1: Day 03 Organization
		• Unit 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     Ist or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels • Unit 5: Day 10
		Compare Characters
CONTENT STANDARD / COURSE	HI.CC.W.4.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
		WritingCity • Unit 1: Day 02
		Ideas
		14-14 4- Day 00
		• Unit 1: Day 03 Organization
		Organization • Unit 2: Day 09
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing
		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
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts

• Unit 2: Day 21
Reread, Respond and Score
• Unit 3a: Day 02
5 Square
• Unit 3a: Day 03
Using the Planning Sheet
• Unit 3a: Day 04
Formal Writing
• Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 03
Definitions
• Unit 3b: Day 05
Focus Skill Writing
• Unit 3b: Day 06
Domain-Specific Vocabulary
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs!
Unit 3b: Day 12     Bouising with A B M S
Revising with A.R.M.S.
Unit 4: Day 01     East up, Onizion
Fact vs. Opinion
Unit 4: Day 02     What Day We Think of Zene 2
What Do We Think of Zoos?
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 07
Formal Writing: Opinion Piece - Part 1
• Unit 4: Day 08
Formal Writing: Opinion Piece - Part 2
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 01
What is a Legend?
• Unit 5: Day 03
1st or 3rd Person Narrators
• Unit 5: Day 04
Legend Planning Wheels
Unit 5: Day 08
Check-in and Write!
• Unit 5: Day 10
Compare Characters
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast
• Unit 6: Day 01
Start by Choosing a Topic
• Unit 6: Day 02
Searching the Internet
• Unit 6: Day 03

Ready, Set, Highlight:         - Unit 6: Day 04         Guided Note-Taking Journal - Part 1         - Unit 6: Day 05         Paraphrasing         - Unit 6: Day 06         Guided Note-Taking Journal - Part 2         - Unit 8: Day 07         Finishing the Journal - Part 3         - Unit 8: Day 07         Guided Note-Taking Journal - Part 3         - Unit 8: Day 08         Guided Note-Taking Journal - Part 3         - Unit 8: Day 10         Planning Continued         - Unit 8: Day 11         Ready, Sat, Writel         - Unit 8: Day 12         Just Keep Writing, Just Keep Writing!         - Unit 8: Day 13         Formal Writing, Research Pisce - Part 1         INDICATOR / GRADE         LEVEL EXPECTATION / BENCHMARK         W4.5.         WitingCity         + Unit 1: Day 01         Topics I Can Write About         + Unit 2: Day 05         Transitioning Smoothiy         - Unit 2: Day 16         A Character's Voice         - Unit 2: Day 16         Scoring Your Own Writing         - Unit 2: Day 16         Intro to Response to Taxt         - Unit 2: Day 16         Noning G			
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Paraphrasing 			
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Glows and Grows - Part 1 • Unit 3a: Day 07			
• Unit 3a: Day 07			
Glows and Grows - Part 2			• Unit 3a: Day 07

• 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 Boying with A B M S
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 Bart 1
Guided Note-Taking Journal - Part 1 <ul> <li>Unit 6: Day 09</li> </ul>
• Unit 6: Day 09 Guided Note-Taking Journal - Part 3
• Unit 6: Day 10
Planning Continued
• Unit 6: Day 11
Ready, Set, Write!
• Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1
• Unit 6: Day 14
Formal Writing: Research Piece - Part 2
• Unit 6: Day 15

		Editing Glasses
		Unit 6: Day 16 Technology Publishing     Unit 6: Day 17 Finishing the Race!
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	<ul> <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 one page in a single sitting.</li> <li>WritingCity <ul> <li>Unit 3a: Day 11</li> <li>Scoring Your Writing</li> <li>Unit 6: Day 16</li> </ul> </li> </ul>
CONTENT STANDARD /	HI.CC.W.4.	Technology Publishing Writing Standards
COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE	W.4.7.	Conduct short research projects that build knowledge through
LEVEL EXPECTATION / BENCHMARK		investigation of different aspects of a topic. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
CONTENT STANDARD /	HI.CC.W.4.	Writing Standards
COURSE		

STANDARD /		Research to Build and Present Knowledge
PERFORMANCE		Research to build and Fresent Knowledge
INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	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].").WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 
EXPECTATION / TOPIC	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05

		Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
CONTENT STANDARD / COURSE	HI.CC.W.4.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision
		Unit 2: Day 05 Transitioning Smoothly     Unit 2: Day 06
		A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Please to the second
		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</li> <li>Read, Reread and Respond</li> <li>Unit 2: Day 21</li> <li>Reread, Respond and Score</li> </ul>
		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	
Editing	
Unit 5: Day 11  Rubric and Reflect	
Unit 5: Day 12	
Response to Text	
Unit 5: Day 13     Compare and Contract	
Compare and Contrast	
Unit 6: Day 02     Secreting the Internet	
Searching the Internet	
Unit 6: Day 03	
Ready, Set, Highlight!	
Unit 6: Day 04	
Guided Note-Taking Journal - Part 1	
• Unit 6: Day 05	
Paraphrasing	
• Unit 6: Day 06	
Guided Note-Taking Journal - Part 2	
• Unit 6: Day 07	
Finishing the Journal	
• Unit 6: Day 09	
Guided Note-Taking Journal - Part 3	
• Unit 6: Day 10	

		Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
CONTENT STANDARD / COURSE	HI.CC.SL.4.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries
CONTENT STANDARD / COURSE	HI.CC.L.4.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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!
EXPECTATION / TOPIC	L.4.1(e)	Form and use prepositional phrases. <u>WritingCity</u> • 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
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their). <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
CONTENT STANDARD / COURSE	HI.CC.L.4.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.4.2(a)	Use correct capitalization. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.4.2(c)	Editing Use a comma before a coordinating conjunction in a compound sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
EXPECTATION / TOPIC	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
CONTENT STANDARD / COURSE	HI.CC.L.4.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.4.3(a)	Choose words and phrases to convey ideas precisely. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details

PERFORMANCE INDICATOR / DOMAIN		
STANDARD /		Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE	HI.CC.L.4.	Language Standards
		6 Traits: Sentence Fluency
		WritingCity  • Unit 1: Day 05
EXPECTATION / TOPIC	L.4.3(b)	Choose punctuation for effect.
		Formal Writing: Research Piece - Part 1
		• Unit 6: Day 13
		• Unit 6: Day 12 Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 11 Ready, Set, Write!
		• Unit 6: Day 10 Planning Continued
		Guided Note-Taking Journal - Part 3
		Glows and Grows • Unit 6: Day 09
		Finishing the Journal • Unit 6: Day 08
		• Unit 6: Day 07
		• Unit 6: Day 06 Guided Note-Taking Journal - Part 2
		Paraphrasing
		Uno, Dos, Traits! • Unit 6: Day 05
		• Unit 5: Day 06
		• Unit 5: Day 04 Legend Planning Wheels
		Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses
		Revising Ears
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09
		• Unit 4: Day 08
		• Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1
		Analyzing the Student Sample
		Revising with A.R.M.S. • Unit 4: Day 06
		Verbs, Verbs, Verbs! • Unit 3b: Day 12
		• Unit 3b: Day 11 Verbs Verbs Verbs
		• Unit 3b: Day 10 Formal Writing
		Domain-Specific Vocabulary
		• Unit 3b: Day 06
		• Unit 3b: Day 05 Focus Skill Writing
		• Unit 3b: Day 03 Definitions
		Revising for Similes and Sensory Details
		Glows and Grows - Part 2 • Unit 3a: Day 09
		• Unit 3a: Day 07
		• Unit 3a: Day 04 Formal Writing
		Transitioning Smoothly
		• Unit 2: Day 05

INDICATOR / GRADE LEVEL EXPECTATION /	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
		WritingCity • Unit 1: Day 06
		6 Traits: Word Choice • Unit 2: Day 03
		Honoring Good Writing With Revision • Unit 3a: Day 07
		Glows and Grows - Part 2
CONTENT STANDARD / COURSE	HI.CC.L.4.	Language Standards
STANDARD / PERFORMANCE		Vocabulary Acquisition and Use
INDICATOR / DOMAIN		
INDICATOR / GRADE	L.4.6.	Acquire and use accurately grade-appropriate general academic
LEVEL EXPECTATION / BENCHMARK		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).
LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06
LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01
LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice
LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs
LEVEL EXPECTATION /		and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs
LEVEL EXPECTATION /		and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details
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LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 01 Strong vs. Weak Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2
LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 01 Strong vs. Weak Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details
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LEVEL EXPECTATION /		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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing
LEVEL EXPECTATION /		and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 05

Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 6: Day 06 Uno, Dos, Traits! • 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 00 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11	
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Revising with A.R.M.S. • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 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	
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<ul> <li>Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>Unit 4: Day 09</li> <li>Revising Ears</li> <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 09</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>	• Unit 3b: Day 17
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<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 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>	
<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 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>	Analyzing the Student Sample
<ul> <li>Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2 <ul> <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 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> </ul></li></ul>	
Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 06 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	Formal Writing: Opinion Piece - Part 1
<ul> <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 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>	• Unit 4: Day 08
<ul> <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 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>	Formal Writing: Opinion Piece - Part 2
<ul> <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>	
<ul> <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>	Revising Ears
<ul> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>Unit 6: Day 08</li> <li>Glows and Grows</li> <li>Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>Unit 6: Day 10</li> <li>Planning Continued</li> <li>Unit 6: Day 11</li> </ul>	• Unit 5: Day 02
<ul> <li>Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>Unit 6: Day 08</li> <li>Glows and Grows</li> <li>Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>Unit 6: Day 10</li> <li>Planning Continued</li> <li>Unit 6: Day 11</li> </ul>	Descriptive Words and Progressive Verb Tenses
<ul> <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>	
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Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11	
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	
<ul> <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>	• Unit 6: Day 05
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	Paraphrasing
<ul> <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>	• Unit 6: Day 06
<ul> <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>	Guided Note-Taking Journal - Part 2
<ul> <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>	• Unit 6: Day 07
Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11	Finishing the Journal
<ul> <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>	• Unit 6: Day 08
Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11	Glows and Grows
Unit 6: Day 10     Planning Continued     Unit 6: Day 11	• Unit 6: Day 09
Planning Continued • Unit 6: Day 11	Guided Note-Taking Journal - Part 3
• Unit 6: Day 11	• Unit 6: Day 10
	Planning Continued
	• Unit 6: Day 11
Ready, Set, Write!	Ready, Set, Write!
• Unit 6: Day 12	
Just Keep Writing, Just Keep Writing!	
• Unit 6: Day 13	
Formal Writing: Research Piece - Part 1	

## Hawaii Content and Performance Standards

Language Arts

CONTENT STANDARD / COURSE	HI.CC.RL.5.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.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 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22

		Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). WritingCity • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past
CONTENT STANDARD / COURSE	HI.CC.RL.5.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <u>WritingCity</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
CONTENT STANDARD / COURSE	HI.CC.RL.5.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

		WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
CONTENT STANDARD / COURSE	HI.CC.RL.5.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
CONTENT STANDARD / COURSE	HI.CC.RI.5.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 3: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Personea to Text: Planning Template
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE	HI.CC.RI.5.	Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric Reading Standards for Informational Text Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 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
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
CONTENT STANDARD / COURSE	HI.CC.RI.5.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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). <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards

INDICATOR / GRADE	RI.5.9.	<ul> <li>Unit 4: Day 04</li> <li>Square Paragraph Graphic Organizer</li> <li>Unit 4: Day 05</li> <li>Facts and Opinions</li> <li>Unit 4: Day 13</li> <li>Response to Text: Two of a Kind</li> <li>Unit 4: Day 14</li> <li>Response to Text: Planning Template</li> <li>Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>Unit 6: Day 08</li> <li>Introducing the Rubric</li> </ul>
LEVEL EXPECTATION / BENCHMARK		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 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
CONTENT STANDARD / COURSE	HI.CC.RI.5.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

		WritingCity
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06 Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
CONTENT STANDARD / COURSE	HI.CC.RF.5.	Reading Standards: Foundational Skills
STANDARD /		Phonics and Word Recognition
PERFORMANCE		
INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.5.3(a)	Use combined knowledge of all letter-sound correspondences,
		syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		WritingCity
		Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
CONTENT STANDARD / COURSE	HI.CC.RF.5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE	RF.5.4.	Read with sufficient accuracy and fluency to support
LEVEL EXPECTATION / BENCHMARK		comprehension.
EXPECTATION / TOPIC	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
		Ways Writers Respond to Reading <ul> <li>Unit 2: Day 19</li> </ul>
		Writers Respond to Questions and Prompts
		• Unit 2: Day 21
		Read, Reread, Respond, and Score
		Unit 2: Day 22 Read, Reread, Respond, and Score
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
CONTENT STANDARD /	HI.CC.W.5.	Writing Standards
COURSE		

STANDARD /		Text Types and Purposes
PERFORMANCE		
INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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?
EXPECTATION / TOPIC	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <u>WritingCitv</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
EXPECTATION / TOPIC	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
CONTENT STANDARD /	HI.CC.W.5.	Writing Standards
COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 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
EXPECTATION / TOPIC	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 05 Model the Plan • Unit 3a: Day 07 3 Points • Unit 3a: Day 07 3 Points • Unit 3a: Day 10 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details

		<ul> <li>Unit 3b: Day 02</li> <li>Brainstorming <ul> <li>Unit 3b: Day 03</li> </ul> </li> <li>Square Paragraphs <ul> <li>Unit 3b: Day 04</li> </ul> </li> <li>Square Paragraphs <ul> <li>Unit 3b: Day 07</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 07</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 07</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 07</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 07</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 07</li> </ul> </li> <li>Formal Writing Assessment <ul> <li>Unit 3b: Day 08</li> </ul> </li> <li>Writing Strong Conclusions <ul> <li>Unit 3b: Day 12</li> </ul> </li> <li>Text Features, Main Ideas, and Details <ul> <li>Unit 3b: Day 12</li> </ul> </li> <li>Text Features, Main Ideas, and Details <ul> <li>Unit 3b: Day 13</li> </ul> </li> <li>Nonfiction Text Features <ul> <li>Unit 3b: Day 14</li> </ul> </li> <li>Nonfiction Choice Cards <ul> <li>Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score </li> <li>Unit 3b: Day 16</li> </ul> </li> <li>Respond to Nonfiction Texts and Score <ul> <li>Unit 4: Day 16</li> </ul> </li> <li>Respond to Nonfiction Texts and Score <ul> <li>Unit 4: Day 16</li> </ul> </li> <li>Respond to Nonfiction Texts and Score <ul> <li>Unit 4: Day 17</li> </ul> </li> <li>Response to Text: Planning Template <ul> <li>Unit 4: Day 18</li> </ul> </li> <li>Response to Text: Persuasive Letters <ul> <li>Unit 6: Day 19</li> </ul> </li> <li>The 5 Gayare Graphic Organizer <ul> <li>Unit 6: Day 11</li> </ul> </li> <li>Reviewing the Plan <ul> <li>Unit 6: Day 12</li> </ul> </li> <li>Formal Writing - Part 1</li> <li>Unit 6: Day 13</li> <li>Formal Writing - Part 2</li> </ul>
EXPECTATION / TOPIC	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). WritingCity • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 10 Linking Words
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs

EXPECTATION / TOPIC	W.5.2(e)	<ul> <li>Unit 3b: Day 07 Formal Writing Assessment <ul> <li>Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> <li>Unit 6: Day 14</li> <li>Revising</li> </ul> </li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> <li>WritingCity <ul> <li>Unit 3a: Day 02</li> <li>Purpose and Proof</li> <li>Unit 3a: Day 07</li> <li>3 Points</li> <li>Unit 3a: Day 08</li> <li>Revising the End</li> <li>Unit 3a: Day 10</li> <li>Revising Part 1</li> </ul> </li> </ul>
		<ul> <li>Unit 3b: Day 07</li> <li>Formal Writing Assessment</li> <li>Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> </ul>
CONTENT STANDARD / COURSE	HI.CC.W.5.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 04 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 05 Developing Characters

		• Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 07
		Revising Part 1
EXPECTATION / TOPIC	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.
		WritingCity • Unit 1: Day 02 Ideas
		• Unit 1: Day 04 Voice
		• Unit 2: Day 01
		Vary Sentences Part 1
		Unit 2: Day 02 Vary Sentences Part 2
		• Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience
		Unit 2: Day 10 Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 12
		Writing a Conclusion
		Unit 5: Day 02
		Planning Wheel 1 • Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
EXPECTATION / TOPIC	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 Dialogues A Characteria Valas
		Dialogue: A Character's Voice • Unit 2: Day 09
		Writing from Experience
		• Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		Unit 2: Day 12 Writing a Conclusion
		• Unit 3a: Day 03
		Who is Stronger? • Unit 3a: Day 04
		Who is Stronger?

	1	1
		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
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey
		experiences and events precisely.
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 04
		Voice • Unit 1: Day 06
		Word Choice
		• Unit 2: Day 01
		Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 03
		Sensory Images
		• Unit 2: Day 04
		Character Description
		• Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience
		• Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 12
		Writing a Conclusion
		• Unit 3a: Day 04
		Let's Take Five
		• Unit 3a: Day 06 Where I Live
		• Unit 3a: Day 07 3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
EXPECTATION / TOPIC	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or
LAPECTATION / TOPIC	W.5.5(e)	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
CONTENT STANDARD / COURSE	HI.CC.W.5.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 07 Scoring with a Rubric Part 2 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 04 Let's Take Five • Unit 3: Day 05 Model the Plan • Unit 3: 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
INDICATOR / GRADE	W.5.5.	With guidance and support from peers and adults, develop and
LEVEL EXPECTATION /		strengthen writing as needed by planning, revising, editing,
BENCHMARK		rewriting, or trying a new approach.
		section and 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
		Scoring with a Rubric Part 7

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

5 Square Paragraph Graphic Organizer
• Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing
• Unit 4: Day 13
Response to Text: Two of a Kind
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06
Writing and Commas
• Unit 5: Day 07
Revising Part 1
• Unit 5: Day 08
Revising Part 2
• Unit 5: Day 09
Editing
• Unit 5: Day 10
Compare the Past
• Unit 5: Day 11
Rubric and Reflect
Unit 5: Day 12
Response to Historical Fiction Text
• Unit 5: Day 13
Response to Historical Fiction Text
• Unit 6: Day 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
• Unit 6: Day 15
Editing

		• Unit 6: Day 16
		Scoring and Publishing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
CONTENT STANDARD / COURSE	HI.CC.W.5.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. WritingCity • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 13 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
CONTENT STANDARD /	HI.CC.W.5.	Writing Standards
COURSE		

STANDARD /		Research to Build and Present Knowledge
PERFORMANCE		Research to Build and Present Rhowledge
INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	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]"). <u>WritingCity</u> • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past • Unit 5: Day 12 Response to Historical Fiction Text
		Unit 5: Day 13     Response to Historical Fiction Text
EXPECTATION / TOPIC	W.5.9(b)	Response to Pristorical Pictuan Pext         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 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 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 03         5 Square Paragraphs         • Unit 4: Day 04         5 Square Paragraphs         • Unit 4: Day 05         Facts and Opinions         • Unit 4: Day 13         Response to Text: Two of a Kind

		<ul> <li>Unit 5: Day 01</li> <li>What is Historical Fiction?</li> <li>Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>Unit 6: Day 02</li> <li>Gathering Resources</li> <li>Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>Unit 6: Day 05</li> <li>Paraphrasing</li> <li>Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>Unit 6: Day 08</li> <li>Introducing the Rubric</li> <li>Unit 6: Day 09</li> <li>The 5 Square Graphic Organizer</li> <li>Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>Unit 6: Day 13</li> <li>Formal Writing - Part 2</li> </ul>
CONTENT STANDARD / COURSE	HI.CC.W.5.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19

Writers Respond to Questions and Prompts
• Unit 2: Day 20
Writers Respond Through Opinions
Unit 2: Day 21 Read, Reread, Respond, and Score
• Unit 2: Day 22
Read, Reread, Respond, and Score
• Unit 3a: Day 05
Model the Plan
• Unit 3a: Day 06
Where I Live
• Unit 3a: Day 07
3 Points
• Unit 3a: Day 08 Revising the End
• Unit 3a: Day 09
Using Commas
• Unit 3a: Day 10
Revising Part 1
• Unit 3a: Day 11
Revising Part 2
• Unit 3a: Day 12
Editing
• Unit 3a: Day 13 Rubric Scoring
• Unit 3b: Day 02
Brainstorming
• Unit 3b: Day 03
5 Square Paragraphs
• Unit 3b: Day 04
5 Square Paragraphs
• Unit 3b: Day 05
Linking Ideas • Unit 3b: Day 07
Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 09
Revising
• Unit 3b: Day 10
Editing • Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 02
Fact/Opinion T-Chart
• Unit 4: Day 03
5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer • Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2 • Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing

		• Unit 4: Day 13
		Response to Text: Two of a Kind
		• Unit 5: Day 04
		What's the Plan?
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 07
		Revising Part 1
		• Unit 5: Day 08
		Revising Part 2
		• Unit 5: Day 09
		Editing
		• Unit 5: Day 10
		Compare the Past
		• Unit 5: Day 11
		Rubric and Reflect
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		• Unit 6: Day 01
		What is a Research Project?
		• Unit 6: Day 02
		Gathering Resources
		5
		• 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
		• Unit 6: Day 15
		Editing
		• Unit 6: Day 16
		Scoring and Publishing
CONTENT STANDARD / COURSE	HI.CC.SL.5.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / DOMAIN	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
INDICATOR / GRADE	SL.5.6.	
INDICATOR / GRADE LEVEL EXPECTATION /	SL.5.6.	

		Unit 3a: Day 01 Explanatory Writing
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
		WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04
		What's the Plan? • Unit 6: Day 15 Editing
EXPECTATION / TOPIC	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?
EXPECTATION / TOPIC	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions. <u>WritingCity</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09

		Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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 10 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06

CONTENT STANDARD /	HI.CC.L.5.	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 Language Standards
COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	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 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas • Unit 6: Day 15 Editing
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	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
EXPECTATION / TOPIC	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.

		WritingCity • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 15 Editing • Unit 3b: Day 10 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
EXPECTATION / TOPIC	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>
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
PERFORMANCE	L.5.3.	Knowledge of Language         Use knowledge of language and its conventions when writing, speaking, reading, or listening.         Expand, combine, and reduce sentences for meaning,

	1	
		Revising Part 1
		Unit 6: Day 05
		Paraphrasing
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
PERFORMANCE		
INDICATOR / DOMAIN		
INDICATOR / GRADE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning
LEVEL EXPECTATION /		words and phrases based on grade 5 reading and content,
BENCHMARK		choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.5.4(b)	Use common, grade-appropriate Greek and Latin affixes and roots
		as clues to the meaning of a word (e.g., photograph,
		photosynthesis).
		WritingCity
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE	L.5.5.	Demonstrate understanding of figurative language, word
LEVEL EXPECTATION /		relationships, and nuances in word meanings.
BENCHMARK		
EXPECTATION / TOPIC	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 Matanhara 2 Similar
		Metaphors & Similes
		Unit 2: Day 03     Sonsory Imagos
		Sensory Images
EXPECTATION / TOPIC	L.5.5(b)	Recognize and explain the meaning of common idioms, adages,
		and proverbs.
		WritingCity
		Unit 5: Day 08
1	11	Revising Part 2
EXPECTATION / TOPIC	L.5.5(c)	Use the relationship between particular words (e.g., synonyms,
EXPECTATION / TOPIC	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
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 07 8 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising

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