Main Criteria: Idaho Content Standards
Secondary Criteria: WritingCity
Subject: Language Arts
Grades: K, 1, 2, 3, 4, 5

Correlation Options: Show Correlated

Idaho Content Standards Language Arts

Grade: K - Adopted: 2015

STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE		Text Types and Purposes
AND SKILLS / GOAL		
GLE / BIG IDEA	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
GLE / BIG IDEA	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. WritingCity • Unit 1: Day 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 Unit 2b: Day 05 Unit 2b: Day 06 Write? Right! Unit 2b: Day 07 Writers R Us Unit 2b: Day 07 Writers R Us Unit 2b: Day 09 Scoring Writing 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 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 09 The Pronoun "I" Unit 3a: Day 01 Poems, Poems, Poems Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 04 Write a Rhyme Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write
		• Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05
		Inform Again

		Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09
GLE / BIG IDEA	CCRA.W.6.	Formal Writing Assessment Use technology, including the Internet, to produce and publish
		writing and to interact and collaborate with others. WritingCity Unit 6: Day 10 Scoring Research
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity Unit 6: Day 01 Become a Researcher
		Unit 6: Day 02 Continue Researching Unit 6: Day 04 More Revising Unit 6: Day 05 Thinking About Topics
		Unit 6: Day 06 More Topics Unit 6: Day 09 The Checklist
GLE / BIG IDEA	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
		WritingCity • Unit 6: Day 01
		Become a Researcher
		Unit 6: Day 02 Continue Researching
		• Unit 6: Day 04 More Revising
		• Unit 6: Day 05 Thinking About Topics
		• Unit 6: Day 06
		More Topics • Unit 6: Day 09
		The Checklist
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		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
		Even More Revising
		• Unit 6: Day 08
		Another Revising Day • Unit 6: Day 10
		Scoring Research
GLE / BIG IDEA	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		WritingCity • Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02 High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words • Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07 Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10 The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information • Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences • Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01 Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme • Unit 6: Day 10
		Scoring Research
STANDARD / COURSE	ID.W.K.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	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 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
GLE / BIG IDEA	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment
GLE / BIG IDEA	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 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 Find The Words • Unit 3a: Day 06 In The Checklish • Unit 3a: Day 07 Writers R Us • Unit 3a: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 06 Word Wall • Unit 3a: Day 07 Find The Words • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 5: Day 09 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05
		Color Words Rhymes
STANDARD / COURSE CONTENT KNOWLEDGE	ID.W.K.	Writing Standards Production and Distribution of Writing
AND SKILLS / GOAL		roduction and Distribution of Writing
GLE / BIG IDEA	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

		The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
GLE / BIG IDEA	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
STANDARD / COURSE	ID.W.K.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
GLE / BIG IDEA	W.K.8.	With guidance and support from adults, recall information from

STANDARD / COURSE ID.L CONTENT KNOWLEDGE AND SKILLS / GOAL	Unit 6: Day 09 The Checklist K. Language Standards Conventions of Standard English
CONTENT KNOWLEDGE	K. Language Standards
CONTENT KNOWLEDGE	3 0
	Conventions of Standard English
GLE / BIG IDEA	 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE L.K	1.a. Print many upper- and lowercase letters.
OBJECTIVE L.K	

• 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: Dav 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 **Formal Writing Assessment** Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes Unit 5: Day 06 Opposites **OBJECTIVE** 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 07 Find the Words Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist

OBJECTIVE	L.K.1.c.	Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 05 Color Words Rhymes 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
OBJECTIVE	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 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 09 State Your Opinion • Unit 4: Day 01 The Checklist
OBJECTIVE	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
OBJECTIVE	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 Even More Revising Unit 6: Day 08 Another Revising Day Unit 6: Day 10 Scoring Research
STANDARD / COURSE	ID.L.K.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I. WritingCity Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 01 Reasons to Write Unit 3b: Day 02 Informative Writing Unit 3b: Day 03 Write Informatively Unit 3b: Day 04

• Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 **Even More Sentences** Unit 3b: Day 09 **Formal Writing Assessment** Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes Unit 5: Day 06 Opposites • Unit 6: Day 06 More Topics Unit 6: Day 10 Scoring Research **OBJECTIVE** L.K.2.b. Recognize and name end punctuation. WritingCity Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04

More Information

More Information • Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 **Even More Sentences** Unit 3b: Day 09 **Formal Writing Assessment** Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Ópinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes Unit 6: Day 06 More Topics • Unit 6: Day 10 Scoring Research **OBJECTIVE** L.K.2.d. Spell simple words phonetically, drawing on knowledge of soundletter relationships. WritingCity • Unit 3a: Day 01 **Word Wall** Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 **High Frequency Word Masters** • Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 **New Writing Topics** Unit 3a: Day 09 The Pronoun "I"

		Unit 3a: Day 10 The Checklist Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 04 Write a Rhyme Unit 6: Day 10 Scoring Research
STANDARD / COURSE	ID.L.K.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.L.N.	Vocabulary Acquisition and Use
GLE / BIG IDEA	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
OBJECTIVE	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). WritingCity • Unit 5: Day 06 Opposites
STANDARD / COURSE	ID.HW.K.	Handwriting
CONTENT KNOWLEDGE AND SKILLS / GOAL		Acquire Handwriting Skills for Print Handwriting
GLE / BIG IDEA	HW.K.1.	Write upper and lowercase letters of the alphabet.
OBJECTIVE	HW.K.1.a.	Write left to right, top to bottom, with appropriate spaces between words. 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 Unit 2a: Day 03 Draw and Write Part 2 Unit 2a: Day 04

• Unit 2a: Day 05 Draw and Write Part 4 Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 Unit 2a: Day 08 Glows and Grows Unit 2a: Day 09 Find the Glows and Grows Unit 2a: Day 10 Let's Write Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! Unit 2b: Day 05 Just Keep Writing Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words Unit 3a: Day 04 Even More High Frequency Words Unit 3a: Day 05 **High Frequency Word Masters** Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 **Even More Sentences** Unit 3b: Day 09 Formal Writing Assessment

• Unit 5: Day 01

Poems, Poems, 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

Idaho Content Standards

Language Arts

Grade: 1 - Adopted: 2015

STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 3: Day 01 Why do we Write? Unit 3: Day 02 Reasons to Write Unit 3: Day 04 What is a Fact? Unit 3: Day 05 Planning for Informative Writing Unit 3: Day 06 Writing to Inform Unit 3: Day 07 Introductory Sentence Unit 3: Day 08 Past Tense Verbs Unit 3: Day 09 Concluding Statement Unit 3: Day 10 Pronouns Unit 3: Day 11 Sarah Went to the Museum Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 14 Informative/Explanatory Writing
GLE / BIG IDEA	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. WritingCity • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write

 Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 **Including Characters** Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! Unit 2a: Day 10 Questions? Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events Unit 2a: Day 13 The Checklist Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 01 Planning a BME Writing Piece Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 08 Temporal Words Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer Unit 2b: Day 13 **Revising Questions** Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws Unit 5: Day 03 Revising a Peer's 4 W Piece Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05

The Candy House
• Unit 5: Day 06

	1	E-manufa Cantana
		Expand a Sentence
		Unit 5: Day 10 Assessment Writing
	ID CORALW	
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
	CCRA.W.4.	Duading along and acharant writing in which the development
GLE / BIG IDEA	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		WritingCity • Unit 1: Day 05
		People and Events
		Unit 1: Day 06 Things and Places
		• Unit 2a: Day 01
		Engaging Topics
		Unit 2a: Day 02 Plan and Write
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook • Unit 2a: Day 05
		The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing • Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write
		Unit 2a: Day 09 Exclamation!
		• Unit 2a: Day 10
		Questions?
		Unit 2a: Day 11 Voice Through Humor
		• Unit 2a: Day 12
		Recounting Events
		• Unit 2a: Day 13
		The Checklist • Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 01
		Planning a BME Writing Piece • Unit 2b: Day 02
		Writing a BME Piece
		• Unit 2b: Day 03
		Thinking about Spelling • Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06 Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08
		Temporal Words • Unit 2b: Day 09
		First, Second, Third
		• Unit 2b: Day 10
		Revising • Unit 2b: Day 11
	1	· Onit 20. Day 11

		Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 03 Stating your Opinion • Unit 5: Day 04 Ww • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 06 Expand a Sentence
		Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06
GLE / BIG IDEA	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. WritingCity • Unit 6: Day 10 Editing Checklist
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL	IB.OOKA.W.	Research to Build and Present Knowledge
GLE / BIG IDEA	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

		WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GLE / BIG IDEA	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. WritingCity Unit 6: Day 01 "How To" Unit 6: Day 02 The "How To" Plan Unit 6: Day 03 What Will You Need? Unit 6: Day 04 Verb Tenses Unit 6: Day 05 Glows and Grows Unit 6: Day 06 Review Focus Skills Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE AND SKILLS / GOAL	ID. GOTOLE.	Conventions of Standard English
GLE / BIG IDEA	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers Unit 1: Day 03 Sound Card Bingo Unit 1: Day 04 Transitional Writer Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 2a: Day 03 Topics and Planning Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing

		Unit 2a: Day 07 Including Characters Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events Unit 2a: Day 13 The Checklist Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 07 Glows and Grows 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
STANDARD / COURSE	ID.RF.1.	Reading Standards for Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	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 Unit 2a: Day 12 Recounting Events Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills

		Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist
STANDARD / COURSE	ID.W.1.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. WritingCity Unit 4: Day 01 Opinions Unit 4: Day 02 Prepositions Unit 4: Day 03 Stating your Opinion Unit 4: Day 04 Using Prepositions Unit 4: Day 05 Adjectives Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 09 Writing with Prepositions Unit 4: Day 10 The Best Thing to Do With a Friend Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing
GLE / BIG IDEA	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08

Past Tense Verbs • Unit 3: Day 09 Concluding Statement Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing Write narratives in which they recount two or more appropriately GLE / BIG IDEA W.1.3. sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. WritingCity • Unit 2a: Day 01 **Engaging Topics** Unit 2a: Day 02 Plan and Write Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 01 Planning a BME Writing Piece Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words Unit 2b: Day 09 First, Second, Third

		 Unit 2b: Day 10 Revising Unit 2b: Day 11 Applying the Focus Skills Unit 2b: Day 12 Revising with a Peer Unit 2b: Day 13 Revising Questions Unit 2b: Day 14 Remembering the Focus Skills Unit 2b: Day 15 Writing Assessment Unit 5: Day 01 4 Ws Unit 5: Day 02 Planning with 4 Ws Unit 5: Day 03 Revising a Peer's 4 W Piece Unit 5: Day 04 Narrative Writing with 4 Ws Unit 5: Day 05 The Candy House Unit 5: Day 06 Expand a Sentence Unit 5: Day 10 Assessment Writing
STANDARD / COURSE	ID.W.1.	Writing Standards

STANDARD / COURSE	ID.W.1.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
	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 with a Peer • Unit 5: Day 13 Revising with a Peer • Unit 5: Day 10 Revising with a Peer
		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 Unit 6: Day 09 Answering the Revising Question Unit 6: Day 10 Editing Checklist
GLE / BIG IDEA	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. WritingCity Unit 6: Day 10 Editing Checklist
STANDARD / COURSE	ID.W.1.	Writing Standards
CONTENT KNOWLEDGE	15.11.1.	Research to Build and Present Knowledge
AND SKILLS / GOAL		Nessearch to build and Fresent Milowiedge
GLE / BIG IDEA	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
		WritingCity • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GLE / BIG IDEA	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / COURSE	ID.L.1.	Language Standards
CONTENT KNOWLEDGE	10.1.	
AND SKILLS / GOAL		Conventions of Standard English

OBJECTIVE L.1.1.a. Print all upper- and lowercase letters. WritingCity Unit 2a: Day 01 Engeging 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 OBJECTIVE 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 09 First, Second, Third Unit 2b: Day 11 Applying the Focus Skills Unit 2b: Day 13 Revising Questions Unit 2b: Day 14 Remembering the Focus Skills Unit 3b: Day 14 Remembering the Focus Skills Unit 3b: Day 04 What is a Fact? Unit 3: Day 06 Planning for Informative Writing Unit 3: Day 06 Writing to Inform Unit 3: Day 07 Planning for Informative Writing Unit 3: Day 13 Planning for Informative Writing Unit 3: Day 14 Remembering the Focus Skills Unit 3: Day 19 Planning for Informative Writing Unit 3: Day 19 Planning for Informative Writing Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 17 Unit 3: Day 19 Unit 6: Day 02 The "How To" Unit 6: Day 03 What Will You Need? OBJECTIVE DBJECTIVE L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
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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? Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
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? DBJECTIVE L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
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"How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? OBJECTIVE L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
• Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? OBJECTIVE L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
What Will You Need? OBJECTIVE L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
OBJECTIVE L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
sentences (e.g., He hops; We hop).			What Will You Need?
Maritim City	OBJECTIVE	L.1.1.c.	
			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			

		H-1(4- P 00
		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
OBJECTIVE	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
		• Unit 4: Day 05
		Adjectives • Unit 4: Day 06
		Reviewing the Focus Skills
		• Unit 4: Day 11
		Assessment Writing
OBJECTIVE	L.1.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
		WritingCity
		• Unit 3: Day 07
		Introductory Sentence
		• Unit 3: Day 08 Past Tense Verbs
		• Unit 3: Day 09
		Concluding Statement
		• Unit 3: Day 10 Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum
		Unit 3: Day 12 Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing
		• Unit 4: Day 09
		Writing with Prepositions • Unit 4: Day 10
		The Best Thing to Do With a Friend
		• Unit 4: Day 11
		Assessment Writing • Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05
		Glows and Grows • Unit 6: Day 07
		Assessment Writing
		[F

		• Unit 6: Day 08
OBJECTIVE	L.1.1.f.	Finishing the Assessment Use frequently occurring adjectives.
OBJECTIVE	E.1.1.1.	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
OBJECTIVE	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
OBJECTIVE	L.1.1.h.	Use determiners (e.g., articles, demonstratives). WritingCity Unit 6: Day 02 The "How To" Plan Unit 6: Day 03 What Will You Need?
OBJECTIVE	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

OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. WritingCity • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / COURSE	ID.L.1.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.a.	Capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. WritingCity • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 03 Nouns • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 13 Planning the Writing Assessment • Unit 5: Day 14 Informative/Explanatory Writing • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws
		• Unit 5: Day 05

		The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 02 The "How To" Plan
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
		WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 14 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 07 Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 10 Editing Checklist • Unit 6: Day 10 Editing Checklist • Unit 6: Day 10 Editing Checklist • Unit 6: Day 10 Editing Checklist
OBJECTIVE	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
OBJECTIVE	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. WritingCity • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 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 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 13 The Checklist • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Rouns • Unit 2b: Day 07 Glows and Grows • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 19 Unit 5: Day 09 Peer Editing • Unit 5: Day 19

	11	W 110 B 40
		Unit 6: Day 10 Editing Checklist
OBJECTIVE	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		Unit 6: Day 10 Editing Checklist
STANDARD / COURSE	ID.L.1.	Language Standards
CONTENT KNOWLEDGE	1D.L.1.	Vocabulary Acquisition and Use
AND SKILLS / GOAL		Todasala. y Proquioliloir alla oco
GLE / BIG IDEA	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

OBJECTIVE	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
OBJECTIVE	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 • 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
STANDARD / COURSE	ID.L.1.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). WritingCity Unit 3: Day 12 Adding a Conclusion Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 14 Informative/Explanatory Writing Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 11 Assessment Writing
STANDARD / COURSE	ID.HW.1.	Writing Component – Handwriting
CONTENT KNOWLEDGE AND SKILLS / GOAL		Writing Components: Acquire Handwriting Skills for Print Handwriting
GLE / BIG IDEA	HW.1.1.	Print legibly.
OBJECTIVE	HW.1.1.a.	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

Idaho Content Standards Language Arts Grade: 2 - Adopted: 2015

STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE		Text Types and Purposes
		Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02

		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
GLE / BIG IDEA	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. WritingCity Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 1: Day 04 Traits: Voice Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Narrative Writing: BME Unit 2: Day 02 Narrative Writing: Past Tense Verbs Unit 2: Day 03 Narrative Writing: Review Focus Skills Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 Unit 5: Day 04 Planning with a Story Strip Day 1 Unit 5: Day 03 Writing in the Past Tense Day 1 Unit 5: Day 03 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 05 Adjectives Unit 5: Day 06
		Possessive and Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
		Unit 5: Day 11 Formal Writing Assessment: Revising Unit 5: Day 12
		Using Temporal Words
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		WritingCity

• Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 **Traits: Organization** • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning Unit 3a: Day 04 Writing 2 Paragraphs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 01 **Facts and Opinions** Unit 3b: Day 02 **Defining Nouns** Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece

• Unit 3b: Day 07

Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 3b: Day 17 Formal Writing Assessment: Publishing Unit 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 5: Day 01 Planning with a Story Strip Day 1 Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05 Adjectives Unit 5: Day 06 **Possessive and Plural Nouns** • Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 10 Formal Writing Assessment Unit 5: Day 11 Formal Writing Assessment: Revising Unit 5: Day 12 **Using Temporal Words** • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 Unit 6: Day 08 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 2

GLE / BIG IDEA	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising,
		editing, rewriting, or trying a new approach.
		WritingCity
		Unit 1: Day 01 Getting Ready to Write: Topics
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs • Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 07
		Glows and Grows • Unit 3a: Day 10
		Revising Checklist
		• Unit 3a: Day 13
		Scoring with a Rubric • Unit 3b: Day 03
		Defining Nouns Part 2
		• Unit 3b: Day 08
		Revising with a Checklist • Unit 3b: Day 09
		Planning
		• Unit 3b: Day 10
		Writing 2 Paragraphs • Unit 3b: Day 11
		Editing
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing • Unit 3b: Day 16
		Formal Writing Assessment: Scoring
		• Unit 4: Day 04
		Revising and Editing with a Checklist • Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 09
		Revising and Editing • Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
		• Unit 4: Day 15
		Formal Writing Assessment: Scoring with a Rubric • Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 08
		Peer Revision • Unit 5: Day 11
		Formal Writing Assessment: Revising
		• Unit 5: Day 12
		Using Temporal Words • Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
		• Unit 6: Day 11
		Formal Writing Assessment: Scoring with a Rubric
GLE / BIG IDEA	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
		WritingCity
		• Unit 4: Day 06
		Publishing • Unit 4: Day 14
		Formal Writing Assessment: Publishing
		• Unit 5: Day 13
		Formal Writing Assessment: Scoring with a Rubric

	1	• Unit 6: Day 12
		Formal Writing Assessment: Publishing
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 6: Day 01 Writing Definitions Unit 6: Day 02 Collective Nouns Unit 6: Day 03 Adjectives Unit 6: Day 05 Research Resources Unit 6: Day 06 4 Paragraph Planning SheetPart 1 Unit 6: Day 07 4 Paragraph Planning SheetPart 2
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Writing
GLE / BIG IDEA	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WritingCity Unit 1: Day 01 Getting Ready to Write: Topics Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows Unit 3a: Day 10 Revising Checklist Unit 3a: Day 13 Scoring with a Rubric Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 08

		Devicing with a Observite
		Revising with a Checklist • Unit 3b: Day 09
		Planning
		• Unit 3b: Day 10
		Writing 2 Paragraphs
		• Unit 3b: Day 11
		Editing • Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 3b: Day 16
		Formal Writing Assessment: Scoring
		• Unit 4: Day 04
		Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		Unit 4: Day 09 Revising and Editing
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
		• Unit 4: Day 15
		Formal Writing Assessment: Scoring with a Rubric
		• Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 08 Peer Revision
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		• Unit 5: Day 12
		Using Temporal Words
		• Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
		Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
CTANDARD / COURSE	ID.CCRA.L.	
STANDARD / COURSE CONTENT KNOWLEDGE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language Conventions of Standard English
AND SKILLS / GOAL		Conventions of Standard English
OLE / DIO IDEA		
GLE / BIG IDEA	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking.
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. WritingCity
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking.
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
GLE / BIG IDEA	CCRA.L.1.	grammar and usage when writing or speaking. 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
		grammar and usage when writing or speaking. WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
GLE / BIG IDEA	CCRA.L.2.	grammar and usage when writing or speaking. 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

		WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06 Possessive and Plural Nouns
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns
STANDARD / COURSE	ID.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. WritingCity Unit 4: Day 01 Facts and Opinions Unit 4: Day 02 Linking Words Unit 4: Day 03 Reflexive Pronouns Unit 4: Day 04 Revising and Editing with a Checklist Unit 4: Day 05 Peer Revising Unit 4: Day 07 Planning Unit 4: Day 08 Contractions Unit 4: Day 09 Revising and Editing Unit 4: Day 10 Writing a Letter Unit 4: Day 11 Formal Writing Assessment: Planning Unit 4: Day 12 Formal Writing Assessment

GLE / BIG IDEA W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 10 **Revising Checklist** • Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 01 **Facts and Opinions** • Unit 3b: Day 02 **Defining Nouns** • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 3b: Day 17 Formal Writing Assessment: Publishing • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 GLE / BIG IDEA W.2.3. Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions,

		the rights and feelings was towns and words to single event and a
		thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
		WritingCity
		• Unit 1: Day 02
		Traits: Ideas
		• Unit 1: Day 03
		Traits: Organization
		• Unit 1: Day 04
		Traits: Voice
		• Unit 1: Day 06 Traits: Word Choice
		• Unit 2: Day 01
		Narrative Writing: BME
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		• Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 2: Day 06
		Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1
		• Unit 2: Day 09
		Narrative Writing: Temporal Words Day 2
		• Unit 2: Day 11
		Narrative Writing: Formal Writing Assessment Day 1
		• Unit 2: Day 12
		Narrative Writing: Formal Writing Assessment Day 2
		Unit 5: Day 01 Planning with a Story Strip Day 1
		• Unit 5: Day 02
		Planning with a Story Strip Day 2
		• Unit 5: Day 03
		Writing in the Past Tense Day 1
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 05
		Adjectives
		Unit 5: Day 06 Possessive and Plural Nouns
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		Unit 5: Day 12 Using Temporal Words
STANDARD / COURSE	ID.W.2.	Writing Standards
CONTENT KNOWLEDGE		Production and Distribution of Writing
AND SKILLS / GOAL		
GLE / BIG IDEA	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		NA 201 - 2014
		WritingCity
		• Unit 1: Day 01
		Getting Ready to Write: Topics • Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 3a: Day 01
		-

Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 **Revising Checklist** Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 10 **Revising Checklist** Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3a: Day 12 **Formal Writing Assessment** Unit 3a: Day 13 Scoring with a Rubric Unit 3b: Day 01 **Facts and Opinions** Unit 3b: Day 02 **Defining Nouns** Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 08 Revising with a Checklist • Unit 3b: Day 09 Planning Unit 3b: Day 10 Writing 2 Paragraphs Unit 3b: Day 11 Editing Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 3b: Day 16 Formal Writing Assessment: Scoring Unit 3b: Day 17 Formal Writing Assessment: Publishing • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words Unit 4: Day 03 Reflexive Pronouns

	• Unit 4: Day 04
	Revising and Editing with a Checklist Unit 4: Day 05 Peer Revising Unit 4: Day 07 Planning Unit 4: Day 08 Contractions Unit 4: Day 09 Revising and Editing Unit 4: Day 10 Writing a Letter Unit 4: Day 11 Formal Writing Assessment: Planning Unit 4: Day 17 Formal Writing Assessment Unit 4: Day 18 Formal Writing Assessment Unit 4: Day 18 Formal Writing Assessment: Revising and Editing Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric Unit 5: Day 07 Revising to Add Adjectives and Details Unit 5: Day 08 Peer Revision Unit 5: Day 08 Peer Revision Unit 5: Day 11 Formal Writing Assessment: Revising Unit 5: Day 12 Using Temporal Words Unit 6: Day 06 Paragraph Planning SheetPart 1 Unit 6: Day 07 Paragraph Planning SheetPart 2 Unit 6: Day 08 Formal Writing Assessment Part 2 Unit 6: Day 09 Formal Writing Assessment Part 2 Unit 6: Day 10 Formal Writing Assessment: Revising and Editing Unit 6: Day 10 Formal Writing Assessment: Revising and Editing Unit 6: Day 11 Formal Writing Assessment: Revising and Editing Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
W.2.6.	With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others. 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
ID.W.2.	Writing Standards
	Research to Build and Present Knowledge
W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). WritingCity Unit 6: Day 01 Writing Definitions Unit 6: Day 02
	ID.W.2.

		Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources
		Unit 6: Day 06 Paragraph Planning SheetPart 1 Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
GLE / BIG IDEA	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. WritingCity
		Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03
		Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece
		Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09
		Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1
		Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions
		Unit 6: Day 02 Collective Nouns
		Unit 6: Day 03 Adjectives Unit 6: Day 05
		Research Resources • Unit 6: Day 06 4 Paragraph Planning SheetPart 1
		Unit 6: Day 07 Paragraph Planning SheetPart 2
STANDARD / COURSE	ID.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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
OBJECTIVE	L.2.1.b.	Formal Writing Assessment: Revising and Editing Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
		WritingCity

		• Unit 3a: Day 02
		Plural Nouns
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 12
		Formal Writing Assessment • Unit 3b: Day 02
		Defining Nouns
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 6: Day 02
		Collective Nouns
OD IEOTIVE	1.04.	
OBJECTIVE	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 Formal Writing Assessment: Revising and Editing
OBJECTIVE	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs
		(e.g., sat, hid, told).
		WritingCity
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		• Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 2: Day 10
		Narrative Writing: Review Focus Skills Scavenger Hunt
		• Unit 5: Day 02
		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
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending
		on what is to be modified.
		WritingCity
		• Unit 1: Day 04
		Traits: Voice
		• Unit 2: Day 07
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STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	ID.L.2. L.2.2. L.2.2.a.	Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
CONTENT KNOWLEDGE AND SKILLS / GOAL		Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Language Standards Conventions of Standard English
	ID.L.2.	Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Language Standards
		Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
OBJECTIVE	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
		Narrative Writing: Adjectives and Adverbs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 03 Adjectives • Unit 6: Day 04 Alliteration with Adjectives & Adverbs • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing

		WritingCity
		WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10
		Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
OBJECTIVE	L.2.2.b.	Use commas in greetings and closings of letters. WritingCity • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment
OBJECTIVE	L.2.2.c.	Unit 4: Day 13 Formal Writing Assessment: Revising and Editing Use an apostrophe to form contractions and frequently occurring
		WritingCity Unit 1: Day 07 Traits: Conventions Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 4: Day 08 Contractions Unit 4: Day 09 Revising and Editing Unit 4: Day 11 Formal Writing Assessment: Planning Unit 4: Day 12 Formal Writing Assessment Unit 4: Day 13 Formal Writing Assessment: Revising and Editing Unit 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
OBJECTIVE	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). WritingCity • Unit 1: Day 07 Traits: Conventions

		Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 06 Possessive and Plural Nouns
OBJECTIVE	L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. WritingCity Unit 3b: Day 09 Planning Unit 3b: Day 11 Editing Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STANDARD / COURSE	ID.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	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.
OBJECTIVE	L.2.4.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns

Idaho Content Standards

Language Arts

Grade: 3 - Adopted: 2015

STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. WritingCity Unit 3a: Day 01 Informational Writing Unit 3a: Day 03 Narrative vs. Non-Narrative Unit 3a: Day 04 Voice Unit 3a: Day 07

GLE / BIG IDEA

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		WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
GLE / BIG IDEA	CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE	ID.OURA.IV.	Integration of Knowledge and Ideas
AND SKILLS / GOAL		
GLE / BIG IDEA	CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. WritingCity Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently. WritingCity Unit 2: Day 16 Intro to Response Writing Unit 2: Day 17 Off to the RACES Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21

		Read, Reread, Respond and Score
		Unit 4: Day 12 Response to Text- A Taste of Two
		• Unit 4: Day 13
		Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE		Text Types and Purposes
AND SKILLS / GOAL		, , , , , , , , , , , , , , , , , , ,
GLE / BIG IDEA	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective
		selection, organization, and analysis of content.
		WritingCity • Unit 3a: Day 01
		Informational Writing
		• Unit 3a: Day 02
		Paragraphing and Structure
		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		Unit 3a: Day 04 Voice
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 06
		Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		Unit 3a: Day 10 Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 02
		Becoming Experts • Unit 3b: Day 03
		Facts, Definitions, and Details
		• Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 05
		Voice and Word Choice • Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S • Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05

		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
GLE / BIG IDEA	CCRA.W.3.	Write narratives to develop real or imagined experiences or events
		using effective technique, well-chosen details, and well- structured event sequences. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write!
		Unit 5: Day 14 Formal Writing Assessment
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity
<u> </u>	-	

• 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 08 Planning Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience Unit 2: Day 14 Revising--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 01 Informational Writing Unit 3a: Day 02 Paragraphing and Structure Unit 3a: Day 03 Narrative vs. Non-Narrative Unit 3a: Day 05 Introductions and Topic Sentences Unit 3a: Day 06 Paragraphs and Linking Words Unit 3a: Day 10 Teacher Modeling and Planning Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13

 Unit 3b: Day 02 **Becoming Experts** Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment

• Unit 3b: Day 11

Editing and Scoring

Revising with A.R.M.S • Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response • Unit 4: Day 01 Persuasion Game Unit 4: Day 02 What is Opinion Writing? Unit 4: Day 04 What's Your Opinion? Unit 4: Day 05 5 Square Organizer Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising • Unit 4: Day 11 **Editing and Scoring** • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 10 Possessives and Plurals, Oh My! Unit 5: Day 11 **Editing for Capitals** Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals • Unit 6: Day 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 10 Ready, Set, Writel - Unit 6: Day 11 Just Keep Writing - Unit 6: Day 12 Revising Ears - Unit 6: Day 13 Editing Glasses - Unit 6: Day 13 Editing Glasses - Unit 6: Day 13 Editing Glasses - Unit 6: Day 10 Getting Ready to Writing as needed by planning, revising, orditing, rewriting, or trying a new approach. WritingCity - Unit 1: Day 01 Getting Ready to Writing - Unit 2: Day 07 Writing the Whole Story - Unit 2: Day 08 Planning - Unit 2: Day 09 How to Sait a Reader - Unit 2: Day 12 Writing From Experience - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 14 Editing—Glows and Grows - Unit 2: Day 16 Intro to Response Writing - Unit 2: Day 17 Off to the RACES - Unit 2: Day 19 Using the Checklist - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 3: Day 20 Read, Reread, Respond and Score - Unit 3: Day 20 Read, Reread, Respond and Score - Unit 3: Day 20 Read, Reread, Respond and Score - Unit 3: Day 20 Read, Reread, Respond and Score - Unit 3: Day 20 Narrative vs. Non-Narrative - Unit 3: Day 03 Narrative vs. Non-Narrative - Unit 3: Day 09 Iton Coulomb and Indianal			
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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 10
		Ready, Set, Write!
		• Unit 6: Day 11 Just Keep Writing
		Unit 6: Day 12 Revising Ears
		• Unit 6: Day 13
		Editing Glasses • Unit 6: Day 14
		Scoring with a Rubric
		Unit 6: Day 16 Reflection and Celebration
GLE / BIG IDEA	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
		WritingCity
		Unit 6: Day 15 Publishing with Technology
		- districting trial recimeregy
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE	ID.CCRA.W.	
	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04
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CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided 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
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided 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
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CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided 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!
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		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 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 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14
STANDARD / COURSE	ID.CCRA.W.	Scoring with a Rubric
STANDARD / COURSE CONTENT KNOWLEDGE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing Range of Writing
AND SKILLS / GOAL		runge of Whang
GLE / BIG IDEA	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WritingCity Unit 1: Day 01 Getting Ready to Write: Topics Unit 1: Day 08 Getting Ready for Writing Unit 2: Day 07 Writing the Whole Story Unit 2: Day 08 Planning Unit 2: Day 09 How to Bait a Reader Unit 2: Day 11 The 6 Traits Rubric Unit 2: Day 12 Writing From Experience Unit 2: Day 13

• Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 01 Informational Writing Unit 3a: Day 03 Narrative vs. Non-Narrative Unit 3a: Day 04 Voice Unit 3a: Day 05 Introductions and Topic Sentences Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 10 Teacher Modeling and Planning Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. Unit 3a: Day 13 **Editing and Scoring** • Unit 3b: Day 04 Linking and Transition Words Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 **Formal Writing Assessment** 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 02What is a Fable?Unit 5: Day 03

		Planning Wheels
		• Unit 5: Day 04
		Fables and Focus
		• Unit 5: Day 05
		Action Words
		• Unit 5: Day 06
		Moral of the Lesson
		• Unit 5: Day 07
		Fable Beginnings
		• Unit 5: Day 08
		Fable Planning: Talk it Out
		• Unit 5: Day 10
		Possessives and Plurals, Oh My!
		• Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
		• Unit 5: Day 17
		Editing Fables
		• Unit 5: Day 19
		Responses to Text: Comparing Morals
		• Unit 5: Day 20
		Responses to Text: Comparing Morals
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		• Unit 6: Day 04
		Unit 6: Day 04 Guided Notes Journal
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07
		 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
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		 Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 Square Planning Sheet
		 Unit 6: Day 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
		 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 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
		 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 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
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 S Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13
		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 S Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears
		 Unit 6: Day 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 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
		 Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
		 Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16
		 Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration
STANDARD / COURSE	ID.CCRA.SL.	 Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16

STANDARD / COURSE	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT KNOWLEDGE AND SKILLS / GOAL	Comprehension and Collaboration

GLE / BIG IDEA	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Writing City • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 5: Day 16 Revising • Unit 5: Day 17 Formal Writing Assessment • Unit 5: Day 17 Fable Beginnings • Unit 5: Day 16 Revising Fables
GLE / BIG IDEA	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD / COURSE	ID.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows

		• Unit 3a: Day 04 Voice
		• Unit 3a: Day 11
		Special Place • Unit 3a: Day 12
		Revising with A.R.M.S.
		Unit 3b: Day 05 Voice and Word Choice
		• Unit 3b: Day 06
		Introductions • Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment • Unit 3b: Day 11
		Revising with A.R.M.S
		Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment • Unit 4: Day 10
		Revising
		• Unit 5: Day 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
STANDARD / COURSE	ID.CCRA.L.	Revising Fables College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE	ID.CCRA.L.	Conventions of Standard English
AND SKILLS / GOAL		
GLE / BIG IDEA		
	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	CCRA.L.2.	capitalization, punctuation, and spelling when writing.
,	CCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity • Unit 1: Day 07
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist
	GCRA.L.2.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12
STANDARD / COURSE	ID.CCRA.L.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11
STANDARD / COURSE CONTENT KNOWLEDGE		capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring
STANDARD / COURSE		capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.L.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.L.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.L.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. WritingCity
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.L.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. WritingCity Unit 6: Day 05
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.L.	capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 15 EditingGlows and Grows Unit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. WritingCity

		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows • Unit 6: Day 14
		Scoring with a Rubric
GLE / BIG IDEA	CCRA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		WritingCity
		Unit 5: Day 19 Responses to Text: Comparing Morals
		Unit 5: Day 20 Responses to Text: Comparing Morals
GLE / BIG IDEA	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		WritingCity • Unit 3b: Day 16
		Vocabulary in a Text • Unit 3b: Day 17
		Scoring a Response • Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12
CTANDADD / COURCE	ID DL 2	Response to Text- A Taste of Two
STANDARD / COURSE CONTENT KNOWLEDGE	ID.RL.3.	Reading Standards for Literature
AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		WritingCity
		• Unit 2: Day 16
		Intro to Response Writing • Unit 2: Day 17
		Off to the RACES
		• Unit 2: Day 18
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20
GLE / BIG IDEA	RL.3.2.	Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and
GLE / BIG IDEA	RL.3.2.	Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Recount stories, including fables, folktales, and myths from diverse
GLE / BIG IDEA	RL.3.2.	Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity
GLE / BIG IDEA	RL.3.2.	Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals 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.
GLE / BIG IDEA	RL.3.2.	Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19
GLE / BIG IDEA	RL.3.2.	Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature

GLE / BIG IDEA	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STANDARD / COURSE	ID.RL.3.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
GLE / BIG IDEA	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature
GLE / BIG IDEA	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters. WritingCity • Unit 2: Day 18 Writers Respond to Questions and Prompts
STANDARD / COURSE	ID.RL.3.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STANDARD / COURSE	ID.RI.3.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. WritingCity Unit 3b: Day 15 3-2-1- Highlight! Unit 3b: Day 16 Vocabulary in a Text

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		• Unit 3b: Day 17 Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
		• Unit 4: Day 14
		Response to Text- A Persuasive Letter
GLE / BIG IDEA	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
		WritingCity
		Unit 3b: Day 16
		Vocabulary in a Text
		Unit 3b: Day 17 Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.RI.3.	Reading Standards for Informational Text
CONTENT KNOWLEDGE		Craft and Structure
AND SKILLS / GOAL		
GLE / BIG IDEA	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.
		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
GLE / BIG IDEA	RI.3.5.	Use text features and search tools (e.g., key words, sidebars,
		hyperlinks) to locate information relevant to a given topic efficiently.
		,
		WritingCity
		Unit 3b: Day 14 Nonfiction Text Feature
		• Unit 3b: Day 15
		3-2-1- Highlight!
		• Unit 3b: Day 16
		Vocabulary in a Text
		Unit 3b: Day 17 Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
STANDARD / COURSE	ID.RI.3.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	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).
		te.g., where, when, why, and now key events occur).
	1	11

		WritingCity • Unit 3b: Day 15 3-2-1- Highlight!
		Unit 3b: Day 16 Vocabulary in a Text
GLE / BIG IDEA	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).
		WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two
GLE / BIG IDEA	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
		WritingCity • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.RI.3.	Reading Standards for Informational Text
CONTENT KNOWLEDGE		Range of Reading and Level of Text Complexity
AND SKILLS / GOAL		
GLE / BIG IDEA	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.
		WritingCity
		Unit 4: Day 12 Response to Text- A Taste of Two
		• Unit 4: Day 13
		Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.RF.3.	Reading Standards for Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4.a.	Read grade-level text with purpose and understanding.
		WritingCity
		Unit 2: Day 16 Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES • Unit 2: Day 20
		Read, Reread, Respond and Score
		Unit 2: Day 21 Read, Reread, Respond and Score
		• Unit 4: Day 12
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
STANDARD / COURSE	ID.W.3.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
OBJECTIVE	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
		WritingCity • Unit 4: Day 01

		Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
OBJECTIVE	W.3.1.c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. WritingCity • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
OBJECTIVE	W.3.1.d.	Provide a concluding statement or section. WritingCity • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
STANDARD / COURSE	ID.W.3.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	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

Revising with A.R.M.S. • Unit 3a: Day 13 **Editing and Scoring** • Unit 3b: Day 02 **Becoming Experts** Unit 3b: Day 03 Facts, Definitions, and Details Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S Unit 6: Day 04 **Guided Notes Journal** Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 **Guided Notes Journal** • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing Unit 6: Day 14 Scoring with a Rubric Develop the topic with facts, definitions, and details.

OBJECTIVE

W.3.2.b.

WritingCity

Unit 3a: Day 01

• Unit 3a: Day 12

Informational Writing

• Unit 3a: Day 02

Paragraphing and Structure

Unit 3a: Day 03

Narrative vs. Non-Narrative

• Unit 3a: Day 04

Voice

Unit 3a: Day 05

Introductions and Topic Sentences

Unit 3a: Day 06

Paragraphs and Linking Words

Unit 3a: Day 07

Wrap-Up Conclusions

Unit 3a: Day 08

Score and Organize

Unit 3a: Day 10

Teacher Modeling and Planning

Unit 3a: Day 11

Special Place

Unit 3a: Day 12

Revising with A.R.M.S.

• Unit 3a: Day 13

Editing and Scoring

Unit 3b: Day 02

Becoming Experts

Unit 3b: Day 03

Facts, Definitions, and Details

• Unit 3b: Day 04

Linking and Transition Words

		Unit 3b: Day 05 Voice and Word Choice
		Unit 3b: Day 06 Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets • Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		Unit 6: Day 01 Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight • Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		Unit 6: Day 08 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
OBJECTIVE	W.3.2.c.	Use linking words and phrases (e.g., also, another, and, more, but)
		to connect ideas within categories of information.
		WritingCity
		WritingCity • Unit 3a: Day 06
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S.
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing
		WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14
OBJECTIVE	W.3.2.d.	WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing
OBJECTIVE	W.3.2.d.	WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric Provide a concluding statement or section.
OBJECTIVE	W.3.2.d.	WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric

STANDARD / COURSE CONTENT KNOWLEDGE	ID.W.3.	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 Writing Standards Text Types and Purposes
AND SKILLS / GOAL GLE / BIG IDEA	W.3.3.	Write narratives to develop real or imagined experiences or events
		using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	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 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing the Whole Story Unit 2: Day 08 Planning Unit 2: Day 09 How to Bait a Reader Unit 2: Day 10 Catchy Closures Unit 2: Day 12 Writing From Experience Unit 2: Day 14 RevisingGlows and Grows Unit 5: Day 02 What is a Fable? Unit 5: Day 03 Planning Wheels Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out Unit 5: Day 09 Linking and Transition Words Unit 5: Day 12 Score, Plan, & Talk! Unit 5: Day 13 Score, Plan, & Write! Unit 5: Day 14 Formal Writing Assessment
OBJECTIVE	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04

		6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable?
		Unit 5: Day 06 Moral of the Lesson Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables Unit 5: Day 16 Revising Fables
OBJECTIVE	W.3.3.c.	Use temporal words and phrases to signal event order. WritingCity Unit 1: Day 02 6 Traits: Ideas Unit 1: Day 03 6 Traits: Organization Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing the Whole Story Unit 2: Day 08 Planning Unit 2: Day 09 How to Bait a Reader Unit 2: Day 10 Catchy Closures Unit 2: Day 12 Writing From Experience Unit 2: Day 14 RevisingGlows and Grows Unit 5: Day 02 What is a Fable? Unit 5: Day 03 Planning Wheels Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out Unit 5: Day 09 Linking and Transition Words Unit 5: Day 12 Score, Plan, & Write! Unit 5: Day 13 Score, Plan, & Write! Unit 5: Day 14 Formal Writing Assessment

OBJECTIVE	W.3.3.d.	Provide a sense of closure.
		WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment
STANDARD / COURSE	ID.W.3.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	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.) WritingCity Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 1: Day 08 Getting Ready for Writing Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing the Whole Story Unit 2: Day 08 Planning Unit 2: Day 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 2: Day 16 Intro to Response Writing Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 19 Using the Checklist Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 01 Informational Writing

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

Unit 6: Day 07Glows and GrowsUnit 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
GLE / BIG IDEA	W.3.5.	Mith avidence and compart from peace and edults, develop and
GLE / BIG IDEA	W.3.5.	With guidance and support from peers and adults, develop and
		strengthen writing as needed by planning, revising, and editing.
		(Editing for conventions should demonstrate command of
		Language standards 1-3 up to and including grade 3.)
		WritingCity
		• Unit 1: Day 01
		Getting Ready to Write: Topics
		• Unit 1: Day 08
		Getting Ready for Writing
		• Unit 2: Day 07
		Writing the Whole Story
		• Unit 2: Day 08
		Planning
		• Unit 2: Day 09
		How to Bait a Reader
		• Unit 2: Day 11
		The 6 Traits Rubric
		• Unit 2: Day 12
		Writing From Experience
		• Unit 2: Day 13
		Scoring with a Rubric
		• Unit 2: Day 15
		EditingGlows and Grows
		• Unit 2: Day 16
		Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES
		• Unit 2: Day 18
		Writers Respond to Questions and Prompts
		• Unit 2: Day 19
		Using the Checklist
		• Unit 2: Day 20
		Read, Reread, Respond and Score
		• Unit 2: Day 21
		Read, Reread, Respond and Score
		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 09
		Score and Brainstorm
		• Unit 3a: Day 10
		Teacher Modeling and Planning
		Unit 3a: Day 12 Povising with A.P.M.S.
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 09
		Planning Sheets

• Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 **Editing Checklist** Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 05 5 Square Organizer • Unit 4: Day 10 Revising Unit 4: Day 11 **Editing and Scoring** • Unit 4: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 **Fables and Focus** • Unit 5: Day 05 Action Words Unit 5: Day 06 Moral of the Lesson Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10 Possessives and Plurals, Oh My! Unit 5: Day 11 **Editing for Capitals** Unit 5: Day 12 Score, Plan, & Talk! Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables Unit 5: Day 17 **Editing Fables** Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 06 **Guided Notes Journal** • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 12

Revising Ears
• Unit 6: Day 13

GLE / BIG IDEA	W.3.6.	Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting (e.g., 1-3 paragraphs). WritingCity • Unit 6: Day 15 Publishing with Technology
STANDARD / COURSE	ID.W.3.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	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 S Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
GLE / BIG IDEA	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. WritingCity • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 6: Day 02

		Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 14 Scoring with a Rubric
STANDARD / COURSE	ID.W.3.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Writing
GLE / BIG IDEA	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 2: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing-Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 18 Writers Respond and Score • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 01 Informational Writing • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences

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

• Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13

		Score, Plan, & Write! • Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables • Unit 5: Day 17
		Editing Fables
		• Unit 5: Day 19
		Responses to Text: Comparing Morals
		• Unit 5: Day 20
		Responses to Text: Comparing Morals • Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight • Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing
		Unit 6: Day 06 Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		Unit 6: Day 10 Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		Unit 6: Day 13 Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
		• Unit 6: Day 16
		Reflection and Celebration
STANDARD / COURSE	ID.L.3.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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
	III	What's Your Opinion?

		Unit 4: Day 05 Square Organizer
		Unit 5: Day 04 Fables and Focus Unit 5: Day 05
		Action Words • Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 16
		Revising Fables • Unit 5: Day 17
		Editing Fables
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
		WritingCity
		Unit 1: Day 07 Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows • Unit 3a: Day 09
		Score and Brainstorm
OBJECTIVE	L.3.1.g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		JL

		WritingCity • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
OBJECTIVE	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
OBJECTIVE	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
STANDARD / COURSE	ID.L.3.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2.a.	Capitalize appropriate words in titles. WritingCity • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring

		• Unit 5: Day 11
		Editing for Capitals • Unit 5: Day 12
		Score, Plan, & Talk! • Unit 5: Day 17
		Editing Fables
OBJECTIVE	L.3.2.b.	Use commas in addresses.
		WritingCity • Unit 3b: Day 01
		Becoming Authorities
OBJECTIVE	L.3.2.c.	Use commas and quotation marks in dialogue. Form and use possessives.
		WritingCity • Unit 2: Day 03
		Dialogue=Detail
		• Unit 2: Day 04
		Using Dialogue to Develop Characters • Unit 5: Day 04
		Fables and Focus
		Unit 5: Day 17 Editing Fables
OBJECTIVE	L.3.2.d.	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
OBJECTIVE	L.3.2.e.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		WritingCity
		Unit 1: Day 07 Traits: Conventions
		• Unit 2: Day 15
		EditingGlows and Grows
		Unit 3a: Day 09 Score and Brainstorm
		Unit 3a: Day 13 Editing and Secring
		Editing and Scoring • Unit 3b: Day 12
		Editing Checklist
		Unit 4: Day 11 Editing and Scoring
OBJECTIVE	L.3.2.f.	Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
		WritingCity
		Unit 2: Day 15 EditingGlows and Grows
		Euting-Glows and Glows

STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	ID.L.3.	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 Language Standards Knowledge of Language Use knowledge of language and its conventions when writing,
OLE / BIO IDEA	2.0.0.	speaking, reading, or listening.
OBJECTIVE	L.3.3.a.	Choose words and phrases for effect. WritingCity Unit 2: Day 06 Writing with Emotion Unit 2: Day 14 Revising-Glows and Grows Unit 3a: Day 04 Voice Unit 3a: Day 11 Special Place Unit 3a: Day 12 Revising with A.R.M.S. Unit 3b: Day 05 Voice and Word Choice Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 07 Uno, Init 5: Day 10 Revising Unit 5: Day 10 Revising Unit 5: Day 17 Fable Beginnings Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables Unit 5: Day 16 Revising Fables
STANDARD / COURSE CONTENT KNOWLEDGE	ID.L.3.	Language Standards
AND SKILLS / GOAL GLE / BIG IDEA	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.
OBJECTIVE	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. WritingCity • Unit 6: Day 05

		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		Unit 6: Day 14 Scoring with a Rubric
STANDARD / COURSE	ID.L.3.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	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).
		WritingCity
		Unit 3b: Day 05 Voice and Word Choice
		Unit 3b: Day 08
		Uno, Dos, Traits
STANDARD / COURSE	ID.L.3.	Language Standards
CONTENT KNOWLEDGE		Vocabulary Acquisition and Use
AND SKILLS / GOAL		
GLE / BIG IDEA	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 11
		Revising with A.R.M.S
		• Unit 3b: Day 16
		Vocabulary in a Text
		Unit 3b: Day 17 Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment
		• Unit 4: Day 10
		Revising • Unit 4: Day 12
	I	June 11 Day 12

Response to Text- A Taste of Two • Unit 5: Day 05
Action Words • Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables

Idaho Content Standards

Language Arts

Grade: 4 - Adopted: 2015

STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. WritingCity Unit 3b: Day 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
GLE / BIG IDEA	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading 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 16 Nonfiction Text Summaries Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Persuasive Letter - Part 2 Unit 5: Day 13 Compare and Contrast Unit 6: Day 03

		Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
GLE / BIG IDEA	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of 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
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL	ib.oora.r.	Craft and Structure
GLE / BIG IDEA	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
GLE / BIG IDEA	CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. WritingCity

		Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score Day 2
		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
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
		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
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex
GLE / BIG IDEA	CORA.W.Z.	ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
		WritingCity
		• Unit 3a: Day 02
		5 Square
		Unit 3a: Day 03 Using the Planning Sheet
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 02
		5 Square Paragraphs
		Unit 3b: Day 03 Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		Unit 3b: Day 06 Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs! • Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02

		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		• Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07 Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		Unit 6: Day 09 Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11 Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		Unit 6: Day 13 Formal Writing: Research Piece - Part 1
GLE / BIG IDEA	CCRA.W.3.	Write narratives to develop real or imagined experiences or events
		using effective technique, well-chosen details, and well-structured event sequences.
		WritingCity
		• Unit 1: Day 02
		Ideas • Unit 1: Day 03
		Organization
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1 • Unit 2: Day 12
		Formal Writing
		• Unit 5: Day 01 What is a Legend?
		• Unit 5: Day 03
		1st or 3rd Person Narrators
		Unit 5: Day 04 Legend Planning Wheels
		• Unit 5: Day 10
		Compare Characters
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and
		audience.
		N. 71 014 .
		WritingCity • Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas • Unit 1: Day 03
		Organization
		• Unit 2: Day 09 Scoring With A Rubric - Part 1
		• Unit 2: Day 11
		Planning
		Unit 2: Day 12 Formal Writing
		• Unit 2: Day 17
		Ways Writers Respond to Reading
	III	• Unit 2: Day 18

Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 02 5 Square Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing • Unit 3b: Day 02 **5 Square Paragraphs** • Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 **Formal Writing** Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 01 Fact vs. Opinion Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 5 Square Paragraph Planning Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 01 What is a Legend? Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12

Response to Text
• Unit 5: Day 13
Compare and Contrast

• Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 GLE / BIG IDEA CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04

Formal Writing • Unit 3a: Day 05 Reworking Conclusions Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 08 **Revising Strong Leads** Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 01 Technological Innovations Unit 3b: Day 02 5 Square Paragraphs Unit 3b: Day 08 Revising • Unit 3b: Day 09 Scoring Practice Unit 3b: Day 10 **Formal Writing** Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 3b: Day 13 Editing Unit 3b: Day 14 Time to Reflect Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 09 Revising Ears Unit 4: Day 10 **Editing Glasses** • Unit 4: Day 11 Scoring Our Writing Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast Unit 6: Day 04

Guided Note-Taking Journal - Part 1

		Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Unit 6: Day 14 Formal Writing: Research Piece - Part 2 Unit 6: Day 15 Editing Glasses Unit 6: Day 16 Technology Publishing Unit 6: Day 17 Finishing the Race!
GLE / BIG IDEA	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
GLE / BIG IDEA	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1 • Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE		Range of Writing
AND SKILLS / GOAL		Taligo of Withing
GLE / BIG IDEA	CCRA.W.10.	Write routinely over extended time frames (time for research,
		reflection, and revision) and shorter time frames (a single sitting or
		a day or two) for a range of tasks, purposes, and audiences.
		M 20 21
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About • Unit 1: Day 02
		Ideas
		• Unit 2: Day 03
		Honoring Good Writing With Revision
		• Unit 2: Day 05
		Transitioning Smoothly
		• Unit 2: Day 06
		A Character's Voice
		• Unit 2: Day 07
		The Conventions of Dialogue
		• Unit 2: Day 11
		Planning
		• Unit 2: Day 13
		Scoring Your Own Writing
		• Unit 2: Day 14
		Revising and Editing
		• Unit 2: Day 15
		Scoring Your Own Writing • Unit 2: Day 16
		Intro to Response to Text
		• Unit 2: Day 17
		Ways Writers Respond to Reading
		• Unit 2: Day 18
		Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		• Unit 2: Day 20
		Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score
		• Unit 3a: Day 03
		Using the Planning Sheet • Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 05
		Reworking Conclusions
		• Unit 3a: Day 06
		Unit 3a: Day 06 Glows and Grows - Part 1
		• Unit 3a: Day 06
		Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 07

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• Unit 3a: Day 09
Revising for Similes and Sensory Details
• Unit 3a: Day 10
Editing With A Checklist
• Unit 3b: Day 01
Technological Innovations
• Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 08
Revising

    Unit 3b: Day 09

Scoring Practice

    Unit 3b: Day 10

Formal Writing

    Unit 3b: Day 11

Verbs, Verbs, Verbs!

    Unit 3b: Day 12

Revising with A.R.M.S.
• Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect

    Unit 4: Day 03

5 Square Paragraph Planning

    Unit 4: Day 04

Let the Planning Begin!

    Unit 4: Day 05

Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample

    Unit 4: Day 09

Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing
• Unit 4: Day 12
Response to Text - Idea Swap

    Unit 4: Day 13

Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!

    Unit 5: Day 08

Check-in and Write!
• Unit 5: Day 09
Editing

    Unit 5: Day 11

Rubric and Reflect
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast
• Unit 6: Day 02
Searching the Internet

    Unit 6: Day 03

Ready, Set, Highlight!

    Unit 6: Day 04

Guided Note-Taking Journal - Part 1
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Guided Note-Taking Journal - Part 2
• Unit 6: Day 07
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		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!
STANDARD / COURSE	ID.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and
OTARBARD / GOORGE	15.00117.02.	Listening
CONTENT KNOWLEDGE		
AND SKILLS / GOAL		Comprehension and Collaboration
	0004.01.1	
GLE / BIG IDEA	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations
		and collaborations with diverse partners, building on others' ideas
		and expressing their own clearly and persuasively.
		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 09
		Revising for Similes and Sensory Details
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
	TI CONTRACTOR OF THE CONTRACTO	
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses
		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
		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
		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
		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!
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
		Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07

GLE / BIG IDEA	CCRA.SL.2.	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 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries
STANDARD / COURSE	ID.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. WritingCity • Unit 1: Day 06 • Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 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 07 Formalshing the Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 07 Finishing the Journal • 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
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. WritingCity
		Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2
		Unit 3a: Day 10 Editing With A Checklist
		• Unit 3b: Day 13 Editing
		• Unit 4: Day 09 Revising Ears
		Unit 4: Day 10 Editing Glasses
		• Unit 5: Day 01 What is a Legend?
		• Unit 5: Day 09 Editing
GLE / BIG IDEA	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency
		Unit 1: Day 07 Traits: Conventions
		Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06
		Glows and Grows - Part 1 • Unit 3a: Day 08
		Revising Strong Leads • Unit 3a: Day 10
		Editing With A Checklist • Unit 3b: Day 13
		• Unit 4: Day 10
		Editing Glasses • Unit 5: Day 09 Editing
		Unit 6: Day 08 Glows and Grows
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
		WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10
		Scoring With A Rubric - Part 2

	11	
		Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 46
		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
GLE / BIG IDEA	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. WritingCity • Unit 3a: Day 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 16 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 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
STANDARD / COURSE	ID.RL.4.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	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.
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		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12
		Response to Text • Unit 5: Day 13
GLE / BIG IDEA	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 13 Compare and Contrast
STANDARD / COURSE	ID.RL.4.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. WritingCity

	1	. Unit 5: Day 42
		• Unit 5: Day 13 Compare and Contrast
STANDARD / COURSE	ID.RL.4.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. WritingCity • Unit 5: Day 13 Compare and Contrast
STANDARD / COURSE	ID.RL.4.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	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
STANDARD / COURSE	ID.RI.4.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	Ri.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 16 Nonfiction Text Summaries Unit 3b: Day 17 Nonfiction Choice Cards Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06

		• Unit 6: Day 07
GLE / BIG IDEA	RI.4.2.	Finishing the Journal Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • 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
GLE / BIG IDEA	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STANDARD / COURSE	ID.RI.4.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	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. WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
GLE / BIG IDEA	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

GLE / BIG IDEA	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STANDARD / COURSE	ID.RI.4.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity Unit 3b: Day 15 Response Writing and Text Features
GLE / BIG IDEA	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 17 Nonfiction Choice Cards Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
GLE / BIG IDEA	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. WritingCity

		Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast
STANDARD / COURSE	ID.RI.4.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STANDARD / COURSE	ID.RF.4.	Reading Standards for Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a.	Read grade-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
STANDARD / COURSE	ID.W.4.	Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
OBJECTIVE	W.4.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. WritingCity • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 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
OBJECTIVE	W.4.1.c.	Revising Ears Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
		WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
OBJECTIVE	W.4.1.e.	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08
STANDARD / COURSE	ID.W.4.	Formal Writing: Opinion Piece - Part 2
CONTENT KNOWLEDGE AND SKILLS / GOAL	10.44.4.	Text Types and Purposes
GLE / BIG IDEA	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S.

• Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 **OBJECTIVE** W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity • Unit 3a: Day 02 5 Square Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 **Formal Writing** • Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 **Formal Writing** • Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows • Unit 6: Day 09

T. Control of the Con		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
OBJECTIVE	W.4.2.c.	Link ideas within categories of information using words and
020201112		phrases (e.g., another, for example, also, because).
		p. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
		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!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
OBJECTIVE	W.4.2.d.	Use precise language and domain-specific vocabulary to inform
OBJECTIVE	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2.d.	
OBJECTIVE	W.4.2.d.	
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity • Unit 3a: Day 04
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	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
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 10
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs!
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S.
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S.
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 05
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 05 Paraphrasing
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06
OBJECTIVE	W.4.2.d.	about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 05 Paraphrasing

		Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
OBJECTIVE	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
STANDARD / COURSE	ID.W.4.	Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 2: Day 09 Scoring With A Rubric - Part 1 Unit 2: Day 12 Formal Writing Unit 5: Day 01 What is a Legend? Unit 5: Day 03 1st or 3rd Person Narrators Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 10 Compare Characters
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

	11	
		Ideas
		• Unit 1: Day 03 Organization
		• Unit 1: Day 04
		Voice
		• Unit 2: Day 06
		A Character's Voice
		• Unit 2: Day 07
		The Conventions of Dialogue
		• Unit 2: Day 08
		Show And Tell Review
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3b: Day 08
		Revising
		• Unit 5: Day 01
		What is a Legend?
		• Unit 5: Day 03
		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 05
		Dialogue and Punctuation
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 08 Check-in and Write!
		• Unit 5: Day 10
		Compare Characters
OD JEOTINE		Compare Characters
OBJECTIVE	W.4.3.c.	Use a variety of transitional words and phrases to manage the
OBJECTIVE	W.4.3.c.	
OBJECTIVE	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
OBJECTIVE	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events. WritingCity
OBJECTIVE	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events. WritingCity Unit 1: Day 02
OBJECTIVE	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events. WritingCity Unit 1: Day 02 Ideas
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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?
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	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 3: 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
OBJECTIVE	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 3: Day 01 The Elements • Unit 5: Day 01 What is a Legend? • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06
OBJECTIVE	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!
OBJECTIVE	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 3: Day 01 The Elements • Unit 5: Day 01 What is a Legend? • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06

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 01 Strong Verbs - Unit 2: Day 03 Honoring Good Writing With Revision - Unit 2: Day 08 Show And Tell Review - Unit 2: Day 08 Skoring With A Rubric - Part 1 - Unit 2: Day 10 Scoring With A Rubric - Part 2 - Unit 2: Day 10 Scoring With A Rubric - Part 2 - Unit 2: Day 01 What is a Legend? - Unit 5: Day 01 What is a Legend? - Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses - Unit 5: Day 04 Legend Planning Wheels - Unit 5: Day 08 Check-in and Writie - Unit 5: Day 08 Check-in and Write - Unit 5: Day 09 Scoring With A Rubric - Part 1 - Unit 2: Day 10 Compare Characters OBJECTIVE W.4.3.e. WritingCity - Unit 1: Day 02 deas - Unit 2: Day 09 Scoring With A Rubric - Part 1 - Unit 2: Day 10 Unit 3: Day 01 What is a Legend? - Unit 3: Day 01 What is a Legend? - Unit 3: Day 01 What is a Legend? - Unit 3: Day 01 - Unit 3: Day 03	o convey
Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters OBJECTIVE W.4.3.e. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 5: Day 01 What is a Legend?	o convey
Legend Planning Wheels Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 08 Check-in and Write! Unit 5: Day 10 Compare Characters W.4.3.e. Provide a conclusion that follows from the narrated experience 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?	
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 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?	periences or
1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters STANDARD / COURSE ID.W.4. Writing	

CONTENT KNOWLEDGE		Production and Distribution of Writing
GLE / BIG IDEA	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.) WritingCity Unit 1: Day 01 Topics I Can Write About Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 2: Day 10 Planning Unit 2: Day 11 Planning Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 17 Ways Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score Unit 3a: Day 02 S square Unit 3a: Day 03 Using the Planning Sheet Unit 3b: Day 00 S square Paragraphs Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Formal Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 4: Day 04 Fact vs. Opinion Unit 4: Day 03 S Square Paragraph Planning Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 04 Let the Planning Begin!
		Let the Planning Begin!

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 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 With guidance and support from peers and adults, develop and GLE / BIG IDEA W.4.5. strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue

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• Unit 2: Day 11
Planning
• Unit 2: Day 13
Scoring Your Own Writing
• Unit 2: Day 14
Revising and Editing
• Unit 2: Day 15
Scoring Your Own Writing
• Unit 2: Day 16
Intro to Response to Text
• Unit 2: Day 17
Ways Writers Respond to Reading
• Unit 2: Day 18
Writers Respond to Questions & Prompts
• Unit 2: Day 19
Writers Respond Through Opinions
• Unit 2: Day 20
Read, Reread and Respond
• Unit 2: Day 21
Reread, Respond and Score

    Unit 3a: Day 03

Using the Planning Sheet
• Unit 3a: Day 04
Formal Writing

    Unit 3a: Day 05

Reworking Conclusions

    Unit 3a: Day 06

Glows and Grows - Part 1
• Unit 3a: Day 07
Glows and Grows - Part 2

    Unit 3a: Day 08

Revising Strong Leads
• Unit 3a: Day 09
Revising for Similes and Sensory Details
• Unit 3a: Day 10
Editing With A Checklist

    Unit 3b: Day 01

Technological Innovations

    Unit 3b: Day 02

5 Square Paragraphs
• Unit 3b: Day 08
Revising
• Unit 3b: Day 09
Scoring Practice

    Unit 3b: Day 10

Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!

    Unit 3b: Day 12

Revising with A.R.M.S.

    Unit 3b: Day 13

Editing

    Unit 3b: Day 14

Time to Reflect
• Unit 4: Day 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
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Editing Glasses
• Unit 4: Day 11

		Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing
		Unit 5: Day 11 Rubric and Reflect Unit 5: Day 13 Compare and Contrast Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10
		Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses
		Unit 6: Day 16 Technology Publishing Unit 6: Day 17 Finishing the Race!
GLE / BIG IDEA	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-2 pages).
		WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STANDARD / COURSE	ID.W.4.	Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing
		Unit 6: Day 06 Guided Note-Taking Journal - Part 2

		Unit 6: Day 07 Finishing the Journal
GLE / BIG IDEA	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. WritingCity Unit 3b: Day 16 Nonfiction Text Summaries Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
STANDARD / COURSE	ID.W.4.	Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	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 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast

OBJECTIVE	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
STANDARD / COURSE	ID.W.4.	Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Writing
GLE / BIG IDEA	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts

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• Unit 2: Day 19
Writers Respond Through Opinions
• Unit 2: Day 20
Read, Reread and Respond
• Unit 2: Day 21
Reread, Respond and Score

    Unit 3a: Day 03

Using the Planning Sheet
• Unit 3a: Day 04
Formal Writing
• Unit 3a: Day 05
Reworking Conclusions

    Unit 3a: Day 06

Glows and Grows - Part 1
• Unit 3a: Day 07
Glows and Grows - Part 2

    Unit 3a: Day 08

Revising Strong Leads
• Unit 3a: Day 09
Revising for Similes and Sensory Details

    Unit 3a: Day 10

Editing With A Checklist

    Unit 3b: Day 01

Technological Innovations
• Unit 3b: Day 02
5 Square Paragraphs

    Unit 3b: Day 08

Revising

    Unit 3b: Day 09

Scoring Practice

    Unit 3b: Day 10

Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.

    Unit 3b: Day 13

Editing
• Unit 3b: Day 14
Time to Reflect

    Unit 4: Day 03

5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!

    Unit 4: Day 05

Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample

    Unit 4: Day 09

Revising Ears
• Unit 4: Day 10
Editing Glasses

    Unit 4: Day 11

Scoring Our Writing
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!

    Unit 5: Day 08

Check-in and Write!
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• Unit 5: Day 09

		Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
STANDARD / COURSE CONTENT KNOWLEDGE	ID.SL.4.	Speaking and Listening Standards Comprehension and Collaboration
AND SKILLS / GOAL GLE / BIG IDEA	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. WritingCity Unit 3b: Day 16 Nonfiction Text Summaries
STANDARD / COURSE	ID.L.4.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.a.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1

		Unit 6: Day 08 Glows and Grows
OBJECTIVE	L.4.1.b.	Form and use the progressive (e.g., I was walking; I will be walking) verb tenses. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 6: Day 08 Glows and Grows
OBJECTIVE	L.4.1.c.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). WritingCity • Unit 2: Day 04 Writing With Sensory Details • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write!
OBJECTIVE	L.4.1.e.	Form and use prepositional phrases. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
OBJECTIVE	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
OBJECTIVE	L.4.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their). WritingCity • Unit 1: Day 07 • Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STANDARD / COURSE	ID.L.4.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a.	Use correct capitalization. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 09 Editing Unit 6: Day 08 Glows and Grows
OBJECTIVE	L.4.2.b.	Use commas and quotation marks to mark direct speech and quotations from a text.

		WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
OBJECTIVE	L.4.2.c.	Use a comma before a coordinating conjunction in a compound sentence. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 09 Editing Unit 6: Day 08 Glows and Grows
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 09 Editing
STANDARD / COURSE	ID.L.4.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely. WritingCity

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 3: Day 05 Transitioning Smoothly - Unit 3: Day 04 Formal Writing - Unit 3: Day 04 Formal Writing - Unit 3: Day 05 Foress Writing For Similes and Sensory Details - Unit 3: Day 05 Foress Writing - Unit 3: Day 05 Focus Skill Writing - Unit 3: Day 05 Focus Skill Writing - Unit 3: Day 10 Formal Writing - Unit 3: Day 10 Formal Writing - Unit 3: Day 11 Verbs, Verbs, Verbs - Unit 3: Day 12 Revising with A.R.M.S Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 07 Formal Writing: Opinion Piece - Part 2 - Unit 4: Day 06 - Unit 5: Day 04 - Legend Planning Wheels - Unit 4: Day 06 - Uno, Dos, Traits - Unit 6: Day 06 - Uno, Dos, Traits - Unit 6: Day 06 - Unit 6: Day 06 - Uno, Dos, Traits - Unit 6: Day 07 - Finishing the Journal - Unit 6: Day 09 - Guided Note-Taking Journal - Part 2 - Unit 6: Day 09 - Guided Note-Taking Journal - Part 3 - Unit 6: Day 09 - Guided Note-Taking Journal - Part 3 - Unit 6: Day 09 - Guided Note-Taking Journal - Part 3 - Unit 6: Day 09 - Guided Note-Taking Journal - Part 3 - Unit 6: Day 09 - Guided Note-Taking Journal - Part 3 - Unit 6: Day 09 - Guided Note-Taking Journal - Part 3 - Unit 6: Day 10 - Planning Continued - Unit 6: Day 13 - Formal Writing: Research Piece - Part 1 - Unit 6: Day 15 - Formal Writing: Research Piece - Part 1 - Choose punctuation for effect WritingCity			• Unit 1: Day 06
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<u>WritingCity</u>	OBJECTIVE	L.4.3.b.	Choose punctuation for effect.
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		Unit 1: Day 05 Traits: Sentence Fluency
STANDARD / COURSE	ID.L.4.	Language Standards
CONTENT KNOWLEDGE	ID.E.T.	Vocabulary Acquisition and Use
AND SKILLS / GOAL		recasalary requiestion and ecc
GLE / BIG IDEA	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	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
OBJECTIVE	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
STANDARD / COURSE	ID.L.4.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Strong Verbs Unit 2: Day 02 Strong vs. Weak Verbs Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 04 Writing With Sensory Details Unit 2: Day 05 Transitioning Smoothly Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3a: Day 09 Revising for Similes and Sensory Details Unit 3b: Day 03 Definitions Unit 3b: Day 05

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

Idaho Content Standards

Language Arts

Grade: 5 - Adopted: 2015

STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. WritingCity • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 07 3 Points • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details

	11	
		• Unit 3b: Day 02 Brainstorming
		• Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 04
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions • Unit 4: Day 05
		Facts and Opinions
		• Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 09
		The 5 Square Graphic Organizer
		Unit 6: Day 11 Reviewing the Plan
GLE / BIG IDEA	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
		WritingCity
		• Unit 2: Day 18
		Ways Writers Respond to Reading
		• Unit 2: Day 19
		Writers Respond to Questions and Prompts • Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 5: Day 12
		Response to Historical Fiction Text
		Unit 5: Day 13 Response to Historical Fiction Text
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GLE / BIG IDEA	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
		WritingCity
		• Unit 2: Day 17
		Intro to Response to Text
		Unit 2: Day 19 Writers Respond to Questions and Prompts
		Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 3a: Day 02
		Purpose and Proof • Unit 3b: Day 12
		Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		Unit 3b: Day 15 Respond to Nonfiction Texts and Score
		Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 02
		Fact/Opinion T-Chart
		• Unit 4: Day 03
		5 Square Paragraphs • Unit 4: Day 04
		5 Square Paragraph Graphic Organizer
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		Unit 4: Day 05 Facts and Opinions Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14 Response to Text: Planning Template Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 08 Introducing the Rubric
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. WritingCity Unit 1: Day 04 Voice Unit 1: Day 08 Figurative Language Unit 1: Day 09 Metaphors & Similes Unit 2: Day 03 Sensory Images
GLE / BIG IDEA	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text. WritingCity Unit 4: Day 14 Response to Text: Planning Template
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04

		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		Unit 6: Day 06 Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
STANDARD / COURSE	ID.CCRA.R.	College and Career Readiness Anchor Standards for Reading
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently. WritingCity
		Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18
		Ways Writers Respond to Reading • Unit 2: Day 19
		Writers Respond to Questions and Prompts • Unit 2: Day 21
		Read, Reread, Respond, and Score • Unit 2: Day 22
		Read, Reread, Respond, and Score • Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07 Glows & Grows
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.W.	·
CONTENT KNOWLEDGE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity
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CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1
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CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs
CONTENT KNOWLEDGE AND SKILLS / GOAL		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03

GLE / BIG IDEA	CCRA.W.3.	Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 4: Day 05 Facts and Opinions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 04 Writing a Real Narrative • Unit 5: Day 01 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 05 Developing Characters • Unit 5: Day 05 Developing Characters • Unit 5: Day 05 Developing Characters • Unit 5: Day 05 Developing Characters
		Writing and Commas • Unit 5: Day 07 Revising Part 1
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity Unit 1: Day 01 Topics I Can Write About
		• Unit 1: Day 02 Ideas

• Unit 1: Day 04 Voice Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 04 Let's Take Five Unit 3a: Day 05 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 Unit 3a: Day 12 Editing Unit 3a: Day 13 Rubric Scoring Unit 3b: Day 01 **Definitions and Details** Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 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 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 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 Unit 5: Day 09 Editing • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 **Guided Note-Taking Journal** Unit 6: Day 05 Paraphrasing

Unit 6: Day 06
 Analyzing a Peer's Work

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		• 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 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
GLE / BIG IDEA	CCRA.W.5.	Daviden and attenuation writing as needed by planning revising
GLE / BIG IDEA	CCRA.W.S.	Develop and strengthen writing as needed by planning, revising,
		editing, rewriting, or trying a new approach.
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas
		• Unit 2: Day 07
		Scoring with a Rubric Part 1
		• Unit 2: Day 08
		Scoring with a Rubric Part 2
		• Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 13
		Scoring with a Rubric
		• Unit 2: Day 14
		Revising
		• Unit 2: Day 15
		Editing
		• Unit 2: Day 16
		Writing and Reflecting
		• Unit 2: Day 17
		Intro to Response to Text
		• Unit 2: Day 18
		Ways Writers Respond to Reading
		• 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
		Pond Parand Pagnand and Saara
		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
	I	

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 15 Editing Unit 6: Day 16
GLE / BIG IDEA	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. WritingCity • Unit 6: Day 16 Scoring and Publishing
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.CCRA.W.	Research to Build and Present Knowledge
GLE / BIG IDEA	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 01 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
GLE / BIG IDEA	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. WritingCity • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 02

		Gathering Resources • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13
		Formal Writing - Part 2
STANDARD / COURSE	ID.CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Writing
GLE / BIG IDEA	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WritingCity • Unit 1: Day 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 Through Opinions • Unit 2: Day 20 Writers Respond And Score • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 07 3 Points • 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

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		Unit 5: Day 10 Compare the Past Unit 5: Day 11 Rubric and Reflect Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 01 What is a Research Project? Unit 6: Day 02 Gathering Resources Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 11 Reviewing the Plan Unit 6: Day 13 Formal Writing - Part 1 Unit 6: Day 14 Revising Unit 6: Day 15 Editing Unit 6: Day 16 Scoring and Publishing
STANDARD / COURSE	ID.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. WritingCity Unit 3a: Day 01 Explanatory Writing
STANDARD / COURSE	ID.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. WritingCity Unit 3a: Day 01 Explanatory Writing
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language

CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 11 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 15 Editing
STANDARD / COURSE	ID.CCRA.L.	College and Career Readiness Anchor Standards for Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. WritingCity Unit 1: Day 06 Word Choice Unit 3b: Day 01 Definitions and Details Unit 3b: Day 03 S Square Paragraphs
GLE / BIG IDEA	CCRA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD / COURSE	ID.RL.5.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts

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		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
GLE / BIG IDEA	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. WritingCity Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text
GLE / BIG IDEA	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
STANDARD / COURSE	ID.RL.5.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	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. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD / COURSE	ID.RL.5.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	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
STANDARD / COURSE	ID.RL.5.	
STANDARD / COURSE	ID.RL.5.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
		WritingCity • Unit 2: Day 17 Intro to Response to Text
		Unit 2: Day 18 Ways Writers Respond to Reading
		Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21
		Read, Reread, Respond, and Score • Unit 2: Day 22
		Read, Reread, Respond, and Score
STANDARD / COURSE	ID.RI.5.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	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
GLE / BIG IDEA	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
ID.RI.5.	Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
ID.IXI.O.	Craft and Structure
	Grant and Structure
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13

• 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
GLE / BIG IDEA	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 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 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
STANDARD / COURSE	ID.RI.5.	Glows & Grows Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL	is.itaio.	Integration of Knowledge and Ideas
GLE / BIG IDEA	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 02 Purpose and Proof Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03

		5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
GLE / BIG IDEA	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
STANDARD / COURSE	ID.RI.5.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	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

STANDARD / COURSE	ID.RF.5.	Reading Standards for Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	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
STANDARD / COURSE	ID.RF.5.	Reading Standards for Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a.	Read grade-level text with purpose and understanding. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
STANDARD / COURSE	ID.W.5.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
OBJECTIVE	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. WritingCity • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14

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		Response to Text: Planning Template • Unit 4: Day 15
		Response to Text: Persuasive Letters
OBJECTIVE	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
		WritingCity • Unit 4: Day 01 What is an Opinion Paper?
OBJECTIVE	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		WritingCity • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
OBJECTIVE	W.5.1.e.	Provide a concluding statement or section related to the opinion presented.
		WritingCity • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
STANDARD / COURSE	ID.W.5.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL	15.44.0.	Text Types and Purposes
GLE / BIG IDEA	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	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
OBJECTIVE	W.5.2.b.	Develop the topic with facts, definitions, concrete details,
		quotations, or other information and examples related to the topic.
		WritingCity
		• Unit 2: Day 17
		Intro to Response to Text
		• Unit 2: Day 18
		Ways Writers Respond to Reading
		• Unit 2: Day 19
		Writers Respond to Questions and Prompts • Unit 2: Day 20
		Writers Respond Through Opinions
		Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 3a: Day 04
		Let's Take Five
		• Unit 3a: Day 05
		Model the Plan
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 10
		Revising Part 1
		• Unit 3a: Day 11
		Revising Part 2
		• Unit 3b: Day 01
		Definitions and Details
		• Unit 3b: Day 02
		Brainstorming
		• Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 04 5 Square Paragraphs
		Square Paragraphs Unit 3b: Day 07
		Formal Writing Assessment • Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 3b: Day 12
		Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 05
		Facts and Opinions
		• Unit 4: Day 14
		Response to Text: Planning Template
	11	

		Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11
		Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
OBJECTIVE	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
OBJECTIVE	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OR IECTIVE	W 5 2 o	WritingCity Unit 3a: Day 01 Explanatory Writing Unit 3a: Day 03 Who is Stronger? Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 6: Day 14 Revising
OBJECTIVE	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. WritingCity • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
STANDARD / COURSE	ID.W.5.	Writing Standards

CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 04 Character Description Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 12 Writing a Conclusion Unit 5: Day 01 What is Historical Fiction? Unit 5: Day 03 Planning Wheel 1 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1
OBJECTIVE	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

		Writing a Conclusion
		• Unit 5: Day 02
		Planning Wheel 1
		Unit 5: Day 05 Developing Characters
		• Unit 5: Day 06
		Writing and Commas
OB JECTIVE	W 5 3 c	
OBJECTIVE	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 1: Day 04 Voice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 05 Transition Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative
		Unit 2: Day 12 Writing a Conclusion Unit 3a: Day 03 Who is Stronger? Unit 3a: Day 04 Let's Take Five Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas
OBJECTIVE	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 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
OBJECTIVE	W.5.3.e.	Writing and Commas Provide a conclusion that follows from the narrated experiences or
		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 02 Vary Sentences Unit 5: Day 04 Voice Unit 5: Day 05 Developing Characters Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Revising Part 2
STANDARD / COURSE	ID.W.5.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	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.)

WritingCity

• Unit 1: Day 01

Topics I Can Write About

• Unit 1: Day 02

Ideas

• Unit 1: Day 04

Voice

Unit 2: Day 01

Vary Sentences Part 1

Unit 2: Day 02

Vary Sentences Part 2

• Unit 2: Day 06

Dialogue: A Character's Voice

• Unit 2: Day 07

Scoring with a Rubric Part 1

Unit 2: Day 08

Scoring with a Rubric Part 2

Unit 2: Day 09

Writing from Experience

• Unit 2: Day 10

Planning to Write

Unit 2: Day 11

Writing a Real Narrative

• Unit 2: Day 12

Writing a Conclusion

• Unit 2: Day 14

Revising

• Unit 2: Day 15

Editing

• Unit 2: Day 20

Writers Respond Through Opinions

• Unit 2: Day 21

Read, Reread, Respond, and Score

• Unit 2: Day 22

Read, Reread, Respond, and Score

Unit 3a: Day 04

Let's Take Five

Unit 3a: Day 05

Model the Plan

 Unit 3a: Day 06 Where I Live

Unit 3a: Day 07

3 Points

Unit 3a: Day 08

Revising the End

Unit 3a: Day 09

Using Commas

• Unit 3a: Day 10

Revising Part 1

Unit 3a: Day 11

Revising Part 2

Unit 3a: Day 12

Editing

Unit 3a: Day 13

Rubric Scoring

Unit 3b: Day 01

Definitions and Details

• Unit 3b: Day 02

Brainstorming

• Unit 3b: Day 03

5 Square Paragraphs

Unit 3b: Day 04

5 Square Paragraphs

• Unit 3b: Day 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 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 07 Revising Part 1 Unit 5: Day 08 Revising Part 2 Unit 5: Day 09 Editing • Unit 5: Day 10 Compare the Past Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text

Unit 6: Day 01
What is a Research Project?
Unit 6: Day 02
Gathering Resources

• Unit 6: Day 03

Main Ideas & Important Facts

• Unit 6: Day 04 **Guided Note-Taking Journal** • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 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 Editina Unit 6: Day 16 Scoring and Publishing GLE / BIG IDEA W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) **WritingCity** • Unit 1: Day 01 Topics I Can Write About • Unit 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 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 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
GLE / BIG IDEA	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 multi-paragraph text (e.g., 1-3 pages).
		WritingCity • Unit 6: Day 16 Scoring and Publishing
STANDARD / COURSE	ID.W.5.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	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

GLE / BIG IDEA	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity Unit 5: Day 01 What is Historical Fiction? Unit 6: Day 01 What is a Research Project? Unit 6: Day 02 Gathering Resources Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 12 Formal Writing - Part 1
		Formal Writing - Part 2
CONTENT KNOWLEDGE AND SKILLS / GOAL	ID.W.5.	Writing Standards Research to Build and Present Knowledge
GLE / BIG IDEA	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). WritingCity • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 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
OBJECTIVE	W.5.9.b.	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

GLE / BIG IDEA	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
AND SKILLS / GOAL	W 5 40	
STANDARD / COURSE CONTENT KNOWLEDGE	ID.W.5.	Writing Standards Range of Writing
STANDARD / COURSE	ID.W.5.	
		• Unit 6: Day 13 Formal Writing - Part 2
		Formal Writing - Part 1
		Linking Words • Unit 6: Day 12
		• Unit 6: Day 10
		The 5 Square Graphic Organizer
		Introducing the Rubric • Unit 6: Day 09
		• Unit 6: Day 08
		• Unit 6: Day 07 Glows & Grows
		Analyzing a Peer's Work
		Paraphrasing • Unit 6: Day 06
		Unit 6: Day 05
		Unit 6: Day 04 Guided Note-Taking Journal
		Unit 6: Day 03 Main Ideas & Important Facts
		Gathering Resources
		Response to Historical Fiction Text • Unit 6: Day 02
		• Unit 5: Day 13
		Response to Historical Fiction Text
		What is Historical Fiction? • Unit 5: Day 12
		• Unit 5: Day 01
		Unit 4: Day 14 Response to Text: Planning Template
		Response to Text: Two of a Kind
		Facts and Opinions • Unit 4: Day 13
		• Unit 4: Day 05
		Unit 4: Day 04 Square Paragraph Graphic Organizer
		5 Square Paragraphs
		Fact/Opinion T-Chart • Unit 4: Day 03
		• Unit 4: Day 02
		Respond to Nonfiction Texts and Score
		Respond to Nonfiction Texts and Score • Unit 3b: Day 16
		• Unit 3b: Day 15
		Unit 3b: Day 14 Nonfiction Choice Cards
		Nonfiction Text Features
		Text Features, Main Ideas, and Details • Unit 3b: Day 13
		• Unit 3b: Day 12
		• Unit 3a: Day 02 Purpose and Proof
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 2: Day 21

audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 Unit 2: Day 08 Scoring with a Rubric Part 2 Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 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

Unit 3b: Day 02
Brainstorming
 Unit 3b: Day 03
5 Square Paragraphs
 Unit 3b: Day 04
5 Square Paragraphs
 Unit 3b: Day 05
Linking Ideas

Unit 3b: Day 07
 Formal Writing Assessment

• Unit 3b: Day 08

Writing Strong Conclusions

• Unit 3b: Day 09 Revising • Unit 3b: Day 10 Editing • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 6 Traits Rubric Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 Unit 4: Day 10 Revising • Unit 4: Day 11 Editing Unit 4: Day 12 Scoring and Publishing • Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 **Developing Characters** • Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 Unit 5: Day 09 Editing Unit 5: Day 10 Compare the Past Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 01 What is a Research Project? Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 **Guided Note-Taking Journal** • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work

Unit 6: Day 07Glows & GrowsUnit 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
STANDARD / COURSE	ID.SL.5.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) WritingCity Unit 3a: Day 01 Explanatory Writing
STANDARD / COURSE	ID.L.5.	Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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 01 Editing Unit 4: Day 01 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
OBJECTIVE	L.5.1.b.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
		WritingCity • Unit 2: Day 15 Editing • Unit 3b: Day 06
		Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
OBJECTIVE	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
		WritingCity • Unit 1: Day 07 Conventions
		Unit 2: Day 15 Editing Unit 3a: Day 09
		Using Commas • Unit 3a: Day 12
		Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment
		Unit 3b: Day 10 Editing Unit 4: Day 11
		Editing • Unit 5: Day 04
		What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1
		Unit 6: Day 13 Formal Writing - Part 2
		Unit 6: Day 15 Editing
OBJECTIVE	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

OBJECTIVE	L.5.1.e.	Use correlative conjunctions (e.g., either/or, neither/nor).
OBSECTIVE	L.3.1.6.	WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
STANDARD / COURSE	ID.L.5.	Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	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
OBJECTIVE	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

		Unit 2: Day 05 Transition Unit 3a: Day 09 Using Commas Unit 5: Day 04 What's the Plan? Unit 5: Day 06
OBJECTIVE	L.5.2.c.	Writing and Commas Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). WritingCity • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
OBJECTIVE	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
OBJECTIVE	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 15 Editing
STANDARD / COURSE	ID.L.5.	Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. WritingCity Unit 1: Day 05 Sentence Fluency Unit 2: Day 14

		Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 5: Day 07 Revising Part 1 • Unit 6: Day 05 Paraphrasing
STANDARD / COURSE	ID.L.5.	Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	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
OBJECTIVE	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
STANDARD / COURSE	ID.L.5.	Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	L.5.5.a.	Interpret figurative language, including similes and metaphors, in context. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes

		Unit 2: Day 03 Sensory Images
OBJECTIVE	L.5.5.b.	Recognize and explain the meaning of common idioms, adages, and proverbs. WritingCity • Unit 5: Day 08 Revising Part 2
OBJECTIVE	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
STANDARD / COURSE	ID.L.5.	Language
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). WritingCity Unit 3a: Day 01 Explanatory Writing Unit 3a: Day 03 Who is Stronger? Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 6: Day 14 Revising

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