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

Indiana Academic Standards

Language Arts

Grade: **K** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Handwriting**
EXPECTATION / INDICATOR	**K.W.2.1**	**Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the 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 Part 2** **• Unit 2a: Day 04** **Draw and Write Part 3** **• Unit 2a: Day 05** **Draw and Write Part 4** **• Unit 2a: Day 06** **Draw and Write Part 5** **• Unit 2a: Day 07** **Draw and Write Part 6** **• Unit 2a: Day 08** **Glows and Grows** **• Unit 2a: Day 09** **Find the Glows and Grows** **• Unit 2a: Day 10** **Let's Write** **• Unit 2b: Day 01** **Writing on Your Own** **• Unit 2b: Day 02** **Sharing Your Writing** **• Unit 2b: Day 03** **Keep On Writing** **• Unit 2b: Day 04** **Write On!** **• Unit 2b: Day 05** **Just Keep Writing** **• Unit 2b: Day 06** **Write? Right!** **• Unit 2b: Day 07**

		Writers R Us **• Unit 2b: Day 08** **The Checklist** **• Unit 2b: Day 09** **Scoring Writing** **• Unit 3a: Day 01** **Word Wall** **• Unit 3a: Day 02** **High Frequency Words** **• Unit 3a: Day 03** **More High Frequency Words** **• Unit 3a: Day 04** **Even More High Frequency Words** **• Unit 3a: Day 05** **High Frequency Word Masters** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 5: Day 01** **Poems, Poems, 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**
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	**K.W.3.2**	**Use words and pictures to develop a main idea and provide some information about a 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**
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	**K.W.4**	**Apply the writing process to–**
INDICATOR		**With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).** **WritingCity** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 6: Day 03** **Revising** **• Unit 6: Day 04** **More Revising** **• Unit 6: Day 07** **Even More Revising** **• Unit 6: Day 08** **Another Revising Day** **• Unit 6: Day 10** **Scoring Research**
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	**K.W.5**	**Apply the writing process to–**
INDICATOR		**Use available technology to produce and publish writing.** **WritingCity** **• Unit 6: Day 10** **Scoring Research**
STANDARD / STRAND		**WRITING**

PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Research Process: Finding, Assessing, Synthesizing, and Reporting Information**
EXPECTATION / INDICATOR	**K.W.5**	**With support, build understanding of a topic using various sources.**
INDICATOR	**EEE**	**Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.** **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 / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling**
EXPECTATION / INDICATOR	**K.W.6.1**	**Demonstrate command of English grammar and usage, focusing on:**
INDICATOR	**K.W.6.1a**	**Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).** **WritingCity** **• Unit 3a: Day 01** **Word Wall** **• Unit 3a: Day 02** **High Frequency Words** **• Unit 3a: Day 03** **More High Frequency Words** **• Unit 3a: Day 04** **Even More High Frequency Words** **• Unit 3a: Day 05** **High Frequency Word Masters** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences**

		• Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 05 Color Words Rhymes
INDICATOR	K.W.6.1b	Verbs – Writing sentences that include 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 • 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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	K.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a	Capitalization – Capitalizing the first word in a sentence and the pronoun I. WritingCity • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01

		Reasons to Write **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 03** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**
INDICATOR	**K.W.6.2b**	**Punctuation – Recognizing and naming end punctuation.** **<u>WritingCity</u>** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01**

		Reasons to Write **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 01** **Reasons to Write** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**
INDICATOR	**K.W.6.2c**	**Spelling – Spelling simple words phonetically, drawing on phonemic awareness.** **<u>WritingCity</u>** **• Unit 3a: Day 01** **Word Wall** **• Unit 3a: Day 02** **High Frequency Words** **• Unit 3a: Day 03** **More High Frequency Words** **• Unit 3a: Day 04** **Even More High Frequency Words** **• Unit 3a: Day 05** **High Frequency Word Masters** **• Unit 3a: Day 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

Indiana Academic Standards

Language Arts

Grade: **1** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Foundations**
INDICATOR / STANDARD		**Phonics**
EXPECTATION / INDICATOR	**1.RF.4.4**	**Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).** **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
EXPECTATION / INDICATOR	1.RF.4.6	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). 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 02 The "How To" Plan • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. 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
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	**1.W.3.1**	**Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.** **WritingCity** • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
EXPECTATION / INDICATOR	**1.W.3.3**	**Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.** **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 / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	**1.W.4**	**Apply the writing process to–**
INDICATOR		**With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.**

		WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 12 Revising the Assessment Writing • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 05 The Candy House • Unit 5: Day 11 Revising the Assessment Piece • Unit 6: Day 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist
INDICATOR		Use available technology to publish legible documents. WritingCity • Unit 6: Day 10 Editing Checklist
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	1.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	1.W.6.1a	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. WritingCity • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills

		• Unit 3: Day 03 Nouns • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 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 • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
INDICATOR	1.W.6.1b	Verbs – Writing sentences using verbs to convey a sense of past, present, and future. <u>WritingCity</u> • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07

		Assessment Writing **• Unit 6: Day 08** **Finishing the Assessment**
INDICATOR	**1.W.6.1e**	**Usage – Writing complete simple 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 / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling**
EXPECTATION / INDICATOR	**1.W.6.2**	**Demonstrate command of capitalization, punctuation, and spelling, focusing on:**
INDICATOR	**1.W.6.2a**	**Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.** **WritingCity** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 3: Day 03** **Nouns** **• Unit 3: Day 04** **What is a Fact?** **• Unit 3: Day 05** **Planning for Informative Writing** **• Unit 3: Day 06** **Writing to Inform** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14**

		Informative/Explanatory Writing **• Unit 5: Day 01** **4 Ws** **• Unit 5: Day 02** **Planning with 4 Ws** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 02** **The "How To" Plan**
INDICATOR	**1.W.6.2b**	**Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.** **<u>WritingCity</u>** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 02** **Prepositions** **• Unit 4: Day 03** **Stating your Opinion** **• Unit 4: Day 04** **Using Prepositions** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09**

		Peer Editing **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 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** **• Unit 6: Day 10** **Editing Checklist**
INDICATOR	**1.W.6.2c**	**Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency 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 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 06** **Nouns** **• Unit 2b: Day 07** **Glows and Grows** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 5: Day 07** **Editing**

		• Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist

Indiana Academic Standards

Language Arts

Grade: **2** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Vocabulary**
INDICATOR / STANDARD		**Vocabulary Building**
EXPECTATION / INDICATOR	**2.RV.2.5**	**Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings 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
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	**2.W.3.1**	**Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.** **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

		• Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
EXPECTATION / INDICATOR	2.W.3.2	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. <u>WritingCity</u> • 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

STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	**2.W.4**	**Apply the writing process to–**
INDICATOR		**Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.** **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**

INDICATOR		Use available technology to publish legible documents. 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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	2.W.5	With support, conduct short research on a topic.
INDICATOR		Find information on a topic of interest (e.g., cardinals). 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 Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
INDICATOR		Organize, summarize, and present the information, choosing from a variety of formats. 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 Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling**
EXPECTATION / INDICATOR	**2.W.6.1**	**Demonstrate command of English grammar and usage, focusing on:**
INDICATOR	**2.W.6.1a**	**Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.** **WritingCity** • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • 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 • 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
INDICATOR	**2.W.6.1b**	**Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.** **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
INDICATOR	2.W.6.1c	Adjectives/Adverbs – Writing sentences that use adjectives and adverbs. WritingCity • Unit 1: Day 04 Traits: Voice • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 03 Adjectives • Unit 6: Day 04 Alliteration with Adjectives & Adverbs • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2a	Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01

		Narrative Writing: BME **• Unit 2: Day 02** **Narrative Writing: Past Tense Verbs** **• Unit 2: Day 03** **Narrative Writing: Review Focus Skills** **• Unit 3b: Day 10** **Writing 2 Paragraphs** **• Unit 3b: Day 13** **Formal Writing Assessment - Part 1** **• Unit 3b: Day 14** **Formal Writing Assessment - Part 2** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing**
INDICATOR	**2.W.6.2b**	**Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.** **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 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 06** **Possessive and Plural Nouns** **• Unit 5: Day 07** **Revising to Add Adjectives and Details** **• Unit 5: Day 09** **Formal Writing Assessment: Planning** **• Unit 5: Day 10** **Formal Writing Assessment**
INDICATOR	**2.W.6.2c**	**Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.** **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

Indiana Academic Standards

Language Arts

Grade: **3** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Foundations**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**3.RF.1**	**Apply foundational reading skills to build reading fluency and comprehension.** **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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Foundations**
INDICATOR / STANDARD		**Phonics**
EXPECTATION / INDICATOR	**3.RF.4.6**	**Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).** **WritingCity** • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Literature**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**3.RL.1**	**Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.** **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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
EXPECTATION / INDICATOR	3.RL.2.2	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
EXPECTATION / INDICATOR	3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	3.RL.3.2	Distinguish personal 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction

INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**3.RN.1**	**Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.** **WritingCity** **• Unit 4: Day 12** **Response to Text- A Taste of Two** **• Unit 4: Day 13** **Response to Text- Comparing Two Texts**
STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Nonfiction**
INDICATOR / STANDARD		**Key Ideas and Textual Support**
EXPECTATION / INDICATOR	**3.RN.2.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** **WritingCity** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts** **• Unit 2: Day 20** **Read, Reread, Respond and Score** **• Unit 2: Day 21** **Read, Reread, Respond and Score** **• Unit 5: Day 18** **Activate Thinking in Traditional Literature** **• Unit 5: Day 19** **Responses to Text: Comparing Morals** **• Unit 5: Day 20** **Responses to Text: Comparing Morals**
EXPECTATION / INDICATOR	**3.RN.2.2**	**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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Nonfiction**
INDICATOR / STANDARD		**Structural Elements and Organization**
EXPECTATION / INDICATOR	**3.RN.3.1**	**Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).** **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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	3.RN.4.2	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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases. WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15

		Scoring Fables • Unit 5: Day 16 Revising Fables
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
EXPECTATION / INDICATOR	3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes). WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
EXPECTATION / INDICATOR	3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade 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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading

		standards to write in response to literature and nonfiction texts. **<u>WritingCity</u>** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts** **• Unit 2: Day 19** **Using the Checklist** **• Unit 2: Day 20** **Read, Reread, Respond and Score** **• Unit 2: Day 21** **Read, Reread, Respond and Score** **• Unit 3a: Day 01** **Informational Writing** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 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 05** **5 Square Organizer** **• Unit 4: Day 07** **Uno, Dos, Traits: Scoring with Rubric** **• Unit 4: Day 08** **Introductions, Conclusions, & Student Planning** **• Unit 4: Day 09** **Formal Writing Assessment** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing and Scoring** **• Unit 4: Day 12** **Response to Text- A Taste of Two** **• Unit 4: Day 13** **Response to Text- Comparing Two Texts** **• Unit 4: Day 14** **Response to Text- A Persuasive Letter** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 10** **Possessives and Plurals, Oh My!** **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 18** **Activate Thinking in Traditional Literature** **• Unit 5: Day 19** **Responses to Text: Comparing Morals** **• Unit 5: Day 20** **Responses to Text: Comparing Morals** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet**

		• Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	**3.W.3.2**	**Write informative compositions on a variety of topics that–**
INDICATOR		**State the topic, develop a main idea for the introductory paragraph, and group related information together.** **<u>WritingCity</u>** **• Unit 3a: Day 01** **Informational Writing** **• Unit 3a: Day 02** **Paragraphing and Structure** **• Unit 3a: Day 03** **Narrative vs. Non-Narrative** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 3a: Day 06** **Paragraphs and Linking Words** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 02** **Becoming Experts** **• Unit 3b: Day 03** **Facts, Definitions, and Details** **• Unit 3b: Day 06** **Introductions** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing**

		• Unit 6: Day 14 Scoring with a Rubric
INDICATOR		Develop the topic with facts and details. <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 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
INDICATOR		Connect ideas within categories of information using words and phrases. 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 / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	3.W.3.3	Write narrative compositions in a variety of forms that–
INDICATOR		Establish an introduction (e.g., situation, narrator, characters). 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 Revising--Glows and Grows • Unit 5: Day 02 What is a Fable?

		• Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment
INDICATOR		Include specific descriptive details and clear event sequences. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • 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 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 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • 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 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

		• Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
INDICATOR		Include dialogue. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows 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
INDICATOR		Connect ideas and events using introduction and transition words. WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 14 Revising--Glows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 09 Linking and Transition Words
INDICATOR		Provide an ending. 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 / STRAND		WRITING

PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	**3.W.4**	**Apply the writing process to–**
INDICATOR		**Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).** **WritingCity** **• Unit 1: Day 01** **Getting Ready to Write: Topics** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 11** **The 6 Traits Rubric** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 13** **Scoring with a Rubric** **• Unit 2: Day 15** **Editing--Glows and Grows** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts** **• Unit 2: Day 19** **Using the Checklist** **• Unit 2: Day 20** **Read, Reread, Respond and Score** **• Unit 2: Day 21** **Read, Reread, Respond and Score** **• Unit 3a: Day 03** **Narrative vs. Non-Narrative** **• Unit 3a: Day 04** **Voice** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 3a: Day 09** **Score and Brainstorm** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 04** **Linking and Transition Words** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 3b: Day 12**

		Editing Checklist **• Unit 3b: Day 13** **Scoring Our Writing** **• Unit 3b: Day 17** **Scoring a Response** **• Unit 3b: Day 18** **Scoring a Response** **• Unit 4: Day 05** **5 Square Organizer** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing and Scoring** **• Unit 4: Day 12** **Response to Text- A Taste of Two** **• Unit 4: Day 13** **Response to Text- Comparing Two Texts** **• 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** **Editing Glasses** **• Unit 6: Day 14** **Scoring with a Rubric**

		• Unit 6: Day 16 Reflection and Celebration
INDICATOR		Use technology to interact and collaborate with others to publish legible documents. WritingCity • Unit 6: Day 15 Publishing with Technology
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	3.W.5	Conduct short research on a topic.
INDICATOR		Locate information in reference texts, electronic resources, or through interviews. 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
INDICATOR		Recognize that some sources may be more reliable than others. 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! • Unit 6: Day 14 Scoring with a Rubric
INDICATOR		Record relevant information in their own words. 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! • Unit 6: Day 14 Scoring with a Rubric
INDICATOR		Present the information, choosing from a variety of formats. WritingCity • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.1	Demonstrate command of English grammar and usage, focusing on:

INDICATOR	3.W.6.1a	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
INDICATOR	3.W.6.1b	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words
INDICATOR	3.W.6.1c	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. WritingCity • Unit 2: Day 02 Adverbs • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. WritingCity • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables

INDICATOR	**3.W.6.2b**	**Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives(e.g., a small, red bicycle).** **<u>WritingCity</u>** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 03** **Dialogue=Detail** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 01** **Becoming Authorities** **• Unit 3b: Day 12** **Editing Checklist** **• Unit 4: Day 11** **Editing and Scoring** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 10** **Possessives and Plurals, Oh My!** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 17** **Editing Fables** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 09** **Planning Continued** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 14** **Scoring with a Rubric**
INDICATOR	**3.W.6.2c**	**Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.** **<u>WritingCity</u>** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 15** **Editing--Glows and Grows** **• Unit 3a: Day 09** **Score and Brainstorm** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 12** **Editing Checklist** **• Unit 4: Day 11** **Editing and Scoring**

Indiana Academic Standards

Language Arts

Grade: **4** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Foundations**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**4.RF.1**	**Apply foundational reading skills to demonstrate reading fluency and comprehension.** **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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Literature**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**4.RL.1**	**Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.** **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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Literature**
INDICATOR / STANDARD		**Key Ideas and Textual Support**
EXPECTATION / INDICATOR	**4.RL.2.1**	**Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.** **WritingCity** **• Unit 2: Day 16** **Intro to Response to Text** **• Unit 2: Day 17** **Ways Writers Respond to Reading** **• Unit 2: Day 18** **Writers Respond to Questions & Prompts** **• Unit 2: Day 19** **Writers Respond Through Opinions** **• Unit 2: Day 20** **Read, Reread and Respond** **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 4: Day 12** **Response to Text - Idea Swap** **• Unit 4: Day 13**

		Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
EXPECTATION / INDICATOR	4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 5: Day 05 Dialogue and Punctuation
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. WritingCity • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. WritingCity • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. 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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Nonfiction**
INDICATOR / STANDARD		**Key Ideas and Textual Support**
EXPECTATION / INDICATOR	**4.RN.2.1**	**Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.** **<u>WritingCity</u>** **• Unit 2: Day 16** **Intro to Response to Text** **• Unit 2: Day 17** **Ways Writers Respond to Reading** **• Unit 2: Day 18** **Writers Respond to Questions & Prompts** **• Unit 2: Day 19** **Writers Respond Through Opinions** **• Unit 2: Day 20** **Read, Reread and Respond** **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 4: Day 12** **Response to Text - Idea Swap** **• Unit 4: Day 13** **Response to Text - Persuasive Letter - Part 1** **• Unit 4: Day 14** **Response to Text - Persuasive Letter - Part 2** **• Unit 5: Day 12** **Response to Text** **• Unit 5: Day 13** **Compare and Contrast**
EXPECTATION / INDICATOR	**4.RN.2.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.** **<u>WritingCity</u>** **• Unit 2: Day 16** **Intro to Response to Text** **• Unit 3b: Day 15** **Response Writing and Text Features** **• Unit 3b: Day 16** **Nonfiction Text Summaries** **• Unit 3b: Day 17** **Nonfiction Choice Cards** **• Unit 3b: Day 18** **Nonfiction Response and Score- Day 1** **• Unit 3b: Day 19** **Nonfiction Response and Score- Day 2** **• Unit 4: Day 02** **What Do We Think of Zoos?** **• Unit 4: Day 13** **Response to Text - Persuasive Letter - Part 1** **• Unit 5: Day 12** **Response to Text** **• Unit 6: Day 03** **Ready, Set, Highlight!** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal**

EXPECTATION / INDICATOR	4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format). WritingCity • Unit 3b: Day 15 Response Writing and Text Features
EXPECTATION / INDICATOR	4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
EXPECTATION / INDICATOR	4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts. 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RV.1	Build and use accurately general academic and content-specific words and phrases. WritingCity • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 10 Planning Continued
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. WritingCity • Unit 3b: Day 15 Response Writing and Text Features
EXPECTATION / INDICATOR	4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 07 Glows and Grows - Part 2 • 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
EXPECTATION / INDICATOR	4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area. WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. WritingCity • Unit 1: Day 02 Ideas • Unit 2: Day 11 Planning • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-in and Write!

		• Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	4.W.3.1	Write persuasive compositions in a variety of forms that–
INDICATOR		In an introductory statement, clearly state an opinion to a particular audience. 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 Revising Ears
INDICATOR		Support the opinion with facts and details from various sources, including texts. 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 Revising Ears
INDICATOR		Use an organizational structure to group related ideas that support the 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 Revising Ears
INDICATOR		Connect opinion and reasons using words and phrases. 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
INDICATOR		Provide a concluding statement or section related to the position presented. WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	4.W.3.2	Write informative compositions on a variety of topics that–
INDICATOR		Provide supporting paragraphs with topic and summary sentences. WritingCity • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • 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 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1

INDICATOR		**Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.** **<u>WritingCity</u>** **• Unit 3a: Day 02** **5 Square** **• Unit 3a: Day 03** **Using the Planning Sheet** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3b: Day 03** **Definitions** **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight!** **• Unit 6: Day 04** **Guided Note-Taking Journal - Part 1** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal** **• Unit 6: Day 08** **Glows and Grows** **• Unit 6: Day 09** **Guided Note-Taking Journal - Part 3** **• Unit 6: Day 10** **Planning Continued** **• Unit 6: Day 11** **Ready, Set, Write!** **• Unit 6: Day 12** **Just Keep Writing, Just Keep Writing!** **• Unit 6: Day 13** **Formal Writing: Research Piece - Part 1**
INDICATOR		**Connect ideas using words and phrases.** **<u>WritingCity</u>** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3b: Day 04** **Linking Words** **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 07** **Writing Strong Conclusions** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!**

		• Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR		Use language and vocabulary appropriate for audience and topic. <u>WritingCity</u> • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 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
INDICATOR		Provide a concluding statement or section. <u>WritingCity</u> • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 12 Revising with A.R.M.S.

		• Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	4.W.3.3	Write narrative compositions in a variety of forms that–
INDICATOR		Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. 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
INDICATOR		Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 10 Compare Characters
INDICATOR		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. WritingCity • Unit 1: Day 02

		Ideas **• 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 10** **Scoring With A Rubric - Part 2** **• Unit 2: Day 12** **Formal Writing** **• Unit 3b: Day 08** **Revising** **• Unit 5: Day 05** **Dialogue and Punctuation** **• Unit 5: Day 06** **Uno, Dos, Traits!** **• Unit 5: Day 08** **Check-in and Write!**
INDICATOR		**Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.** **WritingCity** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 03** **Organization** **• Unit 1: Day 04** **Voice** **• Unit 1: Day 06** **6 Traits: Word Choice** **• Unit 2: Day 01** **Strong Verbs** **• Unit 2: Day 02** **Strong vs. Weak Verbs** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 04** **Writing With Sensory Details** **• Unit 2: Day 08** **Show And Tell Review** **• Unit 2: Day 09** **Scoring With A Rubric - Part 1** **• Unit 2: Day 10** **Scoring With A Rubric - Part 2** **• Unit 2: Day 12** **Formal Writing** **• Unit 5: Day 01** **What is a Legend?** **• Unit 5: Day 02** **Descriptive Words and Progressive Verb Tenses** **• Unit 5: Day 03** **1st or 3rd Person Narrators** **• Unit 5: Day 04** **Legend Planning Wheels** **• Unit 5: Day 06** **Uno, Dos, Traits!** **• Unit 5: Day 08** **Check-in and Write!** **• Unit 5: Day 10** **Compare Characters**

INDICATOR		Provide an ending that follows the narrated experiences or events. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	4.W.4	Apply the writing process to–
INDICATOR		Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet

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

		Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
INDICATOR		Use technology to interact and collaborate with others to publish legible documents. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	4.W.5	Conduct short research on a topic.
INDICATOR		Use organizational features of print and digital sources to efficiently to locate further information. WritingCity • Unit 3b: Day 15 Response Writing and Text Features
INDICATOR		Determine the reliability of the 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
INDICATOR		Summarize and organize information in their own words, giving credit to the source. 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
INDICATOR		Present the research information, choosing from a variety of formats. 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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	4.W.6.1a	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 6: Day 08 Glows and Grows
INDICATOR	4.W.6.1b	Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11

		Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
INDICATOR	4.W.6.1c	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 6: Day 08 Glows and Grows
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	4.W.6.2b	Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
INDICATOR	4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words. WritingCity • Unit 1: Day 07

		6 Traits: Conventions **• Unit 2: Day 10** **Scoring With A Rubric - Part 2** **• Unit 3a: Day 06** **Glows and Grows - Part 1** **• Unit 3a: Day 10** **Editing With A Checklist** **• Unit 3b: Day 13** **Editing** **• Unit 4: Day 10** **Editing Glasses** **• Unit 5: Day 09** **Editing**

Indiana Academic Standards

Language Arts

Grade: **5** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Foundations**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**5.RF.1**	**Apply foundational reading skills to demonstrate reading fluency and comprehension.** **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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Foundations**
INDICATOR / STANDARD		**Phonics**
EXPECTATION / INDICATOR	**5.RF.4.6**	**Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.** **WritingCity** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Analyzing a Peer's Work** **• Unit 6: Day 07** **Glows & Grows**
STANDARD / STRAND		**READING**

PROFICIENCY STATEMENT / SUBSTRAND		**READING: Literature**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**5.RL.1**	**Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.** **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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Literature**
INDICATOR / STANDARD		**Key Ideas and Textual Support**
EXPECTATION / INDICATOR	**5.RL.2.2**	**Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.** **WritingCity** **• Unit 5: Day 12** **Response to Historical Fiction Text** **• Unit 5: Day 13** **Response to Historical Fiction Text**
EXPECTATION / INDICATOR	**5.RL.2.3**	**Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.** **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**
STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Literature**
INDICATOR / STANDARD		**Synthesis and Connection of Ideas**
EXPECTATION / INDICATOR	**5.RL.4.2**	**Compare and contrast stories in the same genre 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 / STRAND		**READING**

PROFICIENCY STATEMENT / SUBSTRAND		**READING: Nonfiction**
INDICATOR / STANDARD		**Learning Outcome**
EXPECTATION / INDICATOR	**5.RN.1**	**Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.** **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 / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Nonfiction**
INDICATOR / STANDARD		**Key Ideas and Textual Support**
EXPECTATION / INDICATOR	**5.RN.2.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** **WritingCity** **• Unit 2: Day 17** **Intro to Response to Text** **• Unit 2: Day 19** **Writers Respond to Questions and Prompts** **• Unit 2: Day 21** **Read, Reread, Respond, and Score** **• Unit 2: Day 22** **Read, Reread, Respond, and Score** **• Unit 3a: Day 02** **Purpose and Proof** **• Unit 3b: Day 12** **Text Features, Main Ideas, and Details** **• Unit 3b: Day 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
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
EXPECTATION / INDICATOR	5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts 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 Glows & Grows
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction

INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. 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
EXPECTATION / INDICATOR	5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject. 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. WritingCity • Unit 5: Day 07 Revising Part 1
EXPECTATION / INDICATOR	5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
EXPECTATION / INDICATOR	5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of 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 / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion). WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images

EXPECTATION / INDICATOR	5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context. WritingCity • Unit 5: Day 08 Revising Part 2
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. WritingCity • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising

		• Unit 6: Day 15 Editing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	5.W.3.1	Write persuasive compositions in a variety of forms that–
INDICATOR		Provide a concluding statement or section related to the position 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 / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	5.W.3.2	Write informative compositions on a variety of topics that–
INDICATOR		Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2

		• Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
INDICATOR		Connect ideas within and across categories using transition words (e.g., therefore, in addition). WritingCity • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 10 Linking Words
INDICATOR		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 / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	**5.W.3.3**	**Write narrative compositions in a variety of forms that–**
INDICATOR		**Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).** **WritingCity** • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1
INDICATOR		**Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.** **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**
INDICATOR		**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 04** **Character Description** **• Unit 2: Day 06** **Dialogue: A Character's Voice** **• Unit 2: Day 09** **Writing from Experience** **• Unit 2: Day 10** **Planning to Write** **• Unit 2: Day 11** **Writing a Real Narrative** **• Unit 2: Day 12** **Writing a Conclusion** **• Unit 5: Day 01** **What is Historical Fiction?** **• Unit 5: Day 02** **Planning Wheel 1** **• Unit 5: Day 03** **Planning Wheel 2** **• Unit 5: Day 05** **Developing Characters** **• Unit 5: Day 06** **Writing and Commas** **• Unit 5: Day 07** **Revising Part 1**
INDICATOR		**Provide an ending that follows from the narrated experiences or events.** **WritingCity** **• Unit 1: Day 02** **Ideas**

		• Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 2
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	**5.W.4**	**Apply the writing process to–**
INDICATOR		**Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.** **WritingCity** • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 05 Sentence Fluency • 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
INDICATOR		Use technology to interact and collaborate with others to publish legible documents. WritingCity • Unit 6: Day 16 Scoring and Publishing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	5.W.5	Conduct short research assignments and tasks on a topic.
INDICATOR		Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source

		of information. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR		Present the research information, choosing from a variety of sources. 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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	5.W.6.1b	Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). WritingCity • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
INDICATOR	5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences,

		using correlative conjunctions (e.g., either/or, neither/nor). WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	5.W.6.2b	Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. 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 5: Day 06 Writing and Commas • Unit 6: Day 15 Editing
INDICATOR	5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing. WritingCity • Unit 1: Day 07

		Conventions **• Unit 2: Day 15** **Editing** **• Unit 3a: Day 12** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 3b: Day 10** **Editing** **• Unit 4: Day 11** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 6: Day 15** **Editing**

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