Main Criteria: Louisiana Academic Standards

Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5

Correlation Options: Show Correlated

Louisiana Academic Standards

Language Arts
Grade: K - Adopted: 2019

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).
		WritingCity • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best
		• Unit 4: Day 04 The Best - Part II
		Unit 4: Day 05 The Best - Part III Unit 4: Day 06
		The Best - Part IV • Unit 4: Day 07
		The Best - Part V • Unit 4: Day 08
		Your Favorite • Unit 4: Day 09
		State Your Ópinion • Unit 4: Day 10
		The Checklist
PERFORMANCE EXPECTATION	2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		WritingCity • Unit 3b: Day 01
		Reasons to Write • Unit 3b: Day 02
		Informative Writing • Unit 3b: Day 03
		Write Informatively • Unit 3b: Day 04
		More Information • Unit 3b: Day 05
		Inform Again • Unit 3b: Day 06
		Sentence Types
		Unit 3b: Day 07 More Sentences
		Unit 3b: Day 08 Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment

PERFORMANCE Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events **EXPECTATION** in the order in which they occurred, and provide a reaction to what happened. **WritingCity** • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning Unit 2a: Day 02 **Draw and Write** Unit 2a: Day 03 Draw and Write Part 2 Unit 2a: Day 04 Draw and Write Part 3 Unit 2a: Day 05 Draw and Write Part 4 Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 Unit 2a: Day 08 Glows and Grows Unit 2a: Day 09 Find the Glows and Grows Unit 2a: Day 10 Let's Write • Unit 2b: Day 01 Writing on Your Own Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing Unit 2b: Day 06 Write? Right! Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 **Even More High Frequency Words** Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10

		The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
STRAND		Writing Standards
TITLE	_	Production and Distribution of Writing
PERFORMANCE EXPECTATION	5	With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed. WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part III • 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 08
PERFORMANCE EXPECTATION	6	Scoring Research With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing. WritingCity
		Unit 6: Day 10
OTRAND		Scoring Research
STRAND TITLE		Writing Standards Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics

		Unit 6: Day 09 The Checklist
PERFORMANCE EXPECTATION	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 6: Day 01 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
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	1.a.	Print many upper- and lowercase letters. WritingCity • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • 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 3 • Unit 2a: Day 06 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 01 Writing on Your Own • Unit 2b: Day 01 Writing on Your Writing • Unit 2b: Day 03 Keep On Writing

	1	Half Obs Base 04
		• Unit 2b: Day 04
		Write On!
		• Unit 2b: Day 05
		Just Keep Writing
		• Unit 2b: Day 06
		Write? Right!
		• Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems
		• Unit 5: Day 02
		More, More
		• Unit 5: Day 03
		Poetry Book
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
		• Unit 5: Day 06
		Opposites
INDICATOR	1.b.	Use frequently occurring nouns and verbs.
		[,
		WritingCity
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
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		• 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	1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog,
INDICATOR	1.0.	
		dogs; wish, wishes).
		WritingCity
		WritingCity
		WritingCity • Unit 3b: Day 03
		WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information
		WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05
		WritingCity Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again
		WritingCity Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06
		WritingCity Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types
		WritingCity Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07
		WritingCity Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences
		WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08
		WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who,
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 01
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 01 Reasons to Write
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion
INDICATOR	1.d.	WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02

		Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07
		The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09
		State Your Opinion • Unit 4: Day 10 The Checklist
INDICATOR	1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02
		High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04
		Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters
		 Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words
		Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I"
		Unit 3a: Day 10 The Checklist
INDICATOR	1.f.	Produce and expand complete sentences in shared language activities.
		WritingCity • Unit 4: Day 08 Your Favorite
		Unit 4: Day 09 State Your Opinion Unit 6: Day 03
		Revising • Unit 6: Day 04
		More Revising • Unit 6: Day 06 More Topics
		Unit 6: Day 07 Even More Revising Unit 6: Day 08
		Another Revising Day • Unit 6: Day 10 Scoring Research
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	2.a.	Capitalize the first word in a sentence and the pronoun I.
		WritingCity
		• Unit 3a: Day 08
		New Writing Topics • Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 01
		Reasons to Write
		• Unit 3b: Day 02
		Informative Writing
		Unit 3b: Day 03 Write Informatively
		• Unit 3b: Day 04
		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
		• 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
INDICATOR	2.b.	Scoring Research Recognize and name end punctuation.
INDIONION	Z.U.	·
		WritingCity
		Unit 3a: Day 06

Time to Write • Unit 3a: Day 07 Find the Words Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist Unit 3b: Day 01 Reasons to Write Unit 3b: Day 02 Informative Writing Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 **Even More Sentences** Unit 3b: Day 09 **Formal Writing Assessment** Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes • Unit 6: Day 06 More Topics Unit 6: Day 10 Scoring Research INDICATOR 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). WritingCity Unit 1: Day 01 Becoming a Writer

• Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer Unit 1: Day 04 **Emergent Writer** • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer Unit 2a: Day 01 Picture Planning Unit 2a: Day 02 Draw and Write Unit 2a: Day 03 Draw and Write Part 2 Unit 2a: Day 04 Draw and Write Part 3 Unit 2a: Day 05 Draw and Write Part 4 Unit 2a: Day 06 Draw and Write Part 5 Unit 2a: Day 07 Draw and Write Part 6 Unit 2a: Day 08 Glows and Grows Unit 2a: Day 09 Find the Glows and Grows Unit 2a: Day 10 Let's Write Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words Unit 3a: Day 03 More High Frequency Words Unit 3a: Day 04 Even More High Frequency Words

• Unit 3a: Day 05

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

High Frequency Word Masters

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 INDICATOR 2.d. Spell simple words phonetically, drawing on knowledge of soundletter relationships. **WritingCity** • Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words • Ūnit 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
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). WritingCity • Unit 5: Day 06 Opposites

Louisiana Academic Standards

Language Arts

Grade: 1 - Adopted: 2019

	Reading Standards for Foundational Skills
	Phonics and Word Recognition
3	Know and apply grade-level phonics and word analysis skills in decoding words.
3.g.	Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Glows and Grows • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist

		Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist
STRAND		Writing Standards
PERFORMANCE EXPECTATION	1	Text Types and Purposes Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
		WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
PERFORMANCE EXPECTATION		Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. WritingCity Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 3: Day 01 Why do we Write? Unit 3: Day 02 Reasons to Write Unit 3: Day 04 What is a Fact? Unit 3: Day 05 Planning for Informative Writing Unit 3: Day 06 Writing to Inform Unit 3: Day 07 Introductory Sentence Unit 3: Day 08 Past Tense Verbs Unit 3: Day 09 Concluding Statement Unit 3: Day 10 Pronouns Unit 3: Day 11 Sarah Went to the Museum

		• Unit 3: Day 12
		Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing
PERFORMANCE EXPECTATION	3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
		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
STRAND	Writing Standards

		Assessment Writing
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		WritingCity • Unit 2b: Day 10 Revising
		• Unit 2b: Day 11
		Applying the Focus Skills
		• Unit 2b: Day 12
		Revising with a Peer
		Unit 2b: Day 13 Revising Questions
		• Unit 2b: Day 15
		Writing Assessment
		• Unit 3: Day 15
		Revising
		• Unit 3: Day 16
		Publishing and Sharing • Unit 4: Day 07
		Adding Details
		• Unit 4: Day 08
		Revising with a Peer
		• Unit 4: Day 12
		Revising the Assessment Writing
		• Unit 5: Day 03
		Revising a Peer's 4 W Piece • Unit 5: Day 05
		The Candy House
		• Unit 5: Day 11
		Revising the Assessment Piece
		• Unit 6: Day 03
		What Will You Need?
		• Unit 6: Day 04
		Verb Tenses • Unit 6: Day 05
		Glows and Grows
		• Unit 6: Day 06
		Review Focus Skills
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment

		Unit 6: Day 09 Answering the Revising Question Unit 6: Day 10 Editing Checklist
PERFORMANCE EXPECTATION	6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		WritingCity • Unit 6: Day 10 Editing Checklist
STRAND	1	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). WritingCity • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
PERFORMANCE EXPECTATION	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	1.a.	Legibly print all upper- and lowercase letters. 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
INDICATOR	1.b.	Use common, proper, and possessive nouns. WritingCity Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 08 Temporal Words Unit 2b: Day 09 First, Second, Third Unit 2b: Day 11 Applying the Focus Skills Unit 2b: Day 12 Revising with a Peer Unit 2b: Day 13 Revising Questions Unit 2b: Day 14 Remembering the Focus Skills Unit 3: Day 03 Nouns Unit 3: Day 04 What is a Fact? Unit 3: Day 06 Writing to Informative Writing Unit 3: Day 12 Adding a Conclusion Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 14 Informative/Explanatory Writing Unit 6: Day 01 "How To" Unit 6: Day 01 "How To" Unit 6: Day 02 The "How To" Plan Unit 6: Day 03 What Will You Need?
INDICATOR	1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). WritingCity • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
INDICATOR	1.d.	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).

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

		Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
INDICATOR	1.g.	Use frequently occurring conjunctions (e.g., and, but, or, so, because). WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
INDICATOR	1.h.	Use determiners (e.g., articles, demonstratives). WritingCity Unit 6: Day 02 The "How To" Plan Unit 6: Day 03 What Will You Need?
INDICATOR	1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). WritingCity • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
INDICATOR	1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. WritingCity • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing

		• Unit 6: Day 08
		Finishing the Assessment
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE	2	Demonstrate command of the conventions of standard English
EXPECTATION		capitalization, punctuation, and spelling when writing.
INDICATOR	2.a.	Capitalize dates and names of people.
		<u>WritingCity</u>
		• 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	2.b.	Use end punctuation for sentences.
		WritingCity Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 09 Exclamation! Unit 2a: Day 10 Questions? Unit 2a: Day 11 Voice Through Humor Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 14 Remembering the Focus Skills Unit 4: Day 02 Prepositions Unit 4: Day 03 Stating your Opinion Unit 4: Day 04 Using Prepositions Unit 4: Day 09 Writing with Prepositions Unit 4: Day 10 The Best Thing to Do With a Friend Unit 5: Day 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 09 Peer Editing Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist Unit 6: Day 10 Editing Checklist
INDICATOR	2.c.	Use commas in dates and to separate single words in a series.
		WritingCity • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment

INDICATOR	2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		WritingCity • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
		Unit 2a: Day 03 Topics and Planning Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 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
INDICATOR	2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. WritingCity • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03

		Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • 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 5: Day 07 Glows and Grows • Unit 5: Day 07 Telditing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10
		Editing Checklist
STRAND TITLE		Language Standards Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
INDICATOR	5.d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by

		acting out the meanings. WritingCity • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). WritingCity Unit 3: Day 12 Adding a Conclusion Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 14 Informative/Explanatory Writing Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 11 Assessment Writing

Louisiana Academic Standards

Language Arts

Grade: 2 - Adopted: 2019

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
		WritingCity
		• Unit 4: Day 01
		Facts and Opinions • Unit 4: Day 02
		Linking Words
		• Unit 4: Day 03
		Reflexive Pronouns
		• Unit 4: Day 04
		Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning
		• Unit 4: Day 08
		Contractions
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 10
		Writing a Letter
		• Unit 4: Day 11
	II	Formal Writing Assessment: Planning

PERFORMANCE PERFORMANCE EXPECTATION 2 Wite informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. WitingCity - Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet - Unit 3a: Day 02 Plural Noturs - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 04 Witing 2 Paragraph Planning - Unit 3a: Day 05 Revising to Add Adjectives and Adverbs - Unit 3a: Day 06 Revising to Add Adjectives and Adverbs - Unit 3a: Day 07 Glows and Grows - Unit 3a: Day 08 Wite Informative Text Part 1 - Unit 3a: Day 09 Wite Informative Text Part 2 - Unit 3a: Day 10 Revising Checklist - Unit 3a: Day 11 Formal Writing Assessment: Plan - Unit 3b: Day 01 Facts and Opinions - Unit 3b: Day 02 Defining Nours - Unit 3b: Day 04 Witing Low Part 2 - Unit 3b: Day 04 Witing a Conclusion - Unit 3b: Day 09 Paracticing Planning a 2 Paragraph Piece - Unit 3b: Day 09 Paracticing Planning a 2 Paragraph Piece - Unit 3b: Day 09 Paracticing Planning a 2 Paragraph Piece - Unit 3b: Day 09 Paracticing Planning a 2 Paragraph Piece - Unit 3b: Day 13 Formal Writing Assessment: Planning - Unit 3b: Day 07 Paracticing with Short and Long Sentences - Unit 3b: Day 13 Formal Writing Assessment: Peublishing - Unit 3b: Day 13 Formal Writing Assessment: Peublishing - Unit 3b: Day 17 Formal Writing Assessment: Peublishing - Unit 3b: Day 17 Formal Writing Assessment: Peublishing - Unit 5b: Day 17 Formal Writing Assessment: Peublishing - Unit 5b: Day 17 Formal Writing Assessment: Part 1 - Unit 3b: Day 16 - Paragraph Planning Sheet.—Part 2 - Unit 5b: Day 17 Formal Writing Assessment: Peublishing - Unit 5b: Day 17 Formal Writing Assessment: Peublishing - Unit 5b: Day 16 - Paragraph Planning Sheet.—Part 2 - Unit 6b: Day 06 - Paragraph Planning Sheet.—Part 2 - Unit 6b: Day 07 - Paragraph Planning Sheet.—Part 2 - Unit 6b: Day 08			
PERFORMANCE 2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. WritingCity - Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet - Unit 3a: Day 02 Plural Nouns - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 04 Writing 2 Paragraphs - Unit 3a: Day 05 Revising to Add Adjectives and Adverbs - Unit 3a: Day 06 Revising Checklist - Unit 3a: Day 07 Glows and Grows - Unit 3a: Day 09 Write Informative Text Part 1 - Unit 3a: Day 09 Write Informative Text Part 2 - Unit 3a: Day 09 Write Informative Text Part 1 - Unit 3a: Day 09 Write Informative Text Part 2 - Unit 3a: Day 09 Write Informative Text Part 2 - Unit 3a: Day 09 Formal Writing Assessment: Plan - Unit 3a: Day 12 Formal Writing Assessment - Unit 3b: Day 09 Defining Nouns - Unit 3b: Day 09 Defining Nouns - Unit 3b: Day 09 Defining Wouns Part 2 - Unit 3b: Day 09 Practicing Planning a 2 Paragraph Plece - Unit 3b: Day 09 Practicing Planning a 2 Paragraph Plece - Unit 3b: Day 09 Practicing With Short and Long Sentences - Unit 3b: Day 09 Planning - Unit 3b: Day 01 Formal Writing Assessment: Planning - Unit 3b: Day 01 Formal Writing Assessment: Performal Writing Assessment: Part 1 - Unit 3b: Day 01 Formal Writing Assessment: Performal Planning - Unit 3b: Day 01 Formal Writing Assessment: Performal Planning - Unit 3b: Day 01 Formal Writing Assessment: Performal Planning - Unit 3b: Day 01 Formal Writing Assessment: Performal Planning - Unit 3b: Day 01 Formal Writing Assessment: Performal Properties of Performal Writing Assessment: Part 1 - Unit 3b: Day 07 Formal Writing Assessment: Part 1 - Unit 3b: Day 07 Formal Writing Assessment: Part 1 - Unit 3b: Day 07 Formal Writing Assessment: Part 2 - Unit 3b: Day 07 Formal Writing Assessment: Part 1 - Unit 3b: Day 07 Formal Writing Assessment: Part 2 - Unit 3b: Day 07 Formal Writing Assessment: Part 2 - Unit 3b: Day 07 Formal Writing Assessment: Part 2 - Unit 3b: Day 07 Formal Writing Assessment: Part 2 -			• Unit 4: Day 12
Formal Writing Assessment: Revising and Editing use facts and definitions to develop points, and provide a concluding statement or section. WritingCity			
PERFORMANCE EXPECTATION Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. WritingCity - Unit 3a: Day 04 Introducing the 2 Paragraph Planning Sheet - Unit 3a: Day 02 Plural Nows - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 06 Revising to Add Adjectives and Adverbs - Unit 3a: Day 06 Revising to Add Adjectives and Adverbs - Unit 3a: Day 07 Glows and Grows - Unit 3a: Day 09 Write Informative Text Part 1 - Unit 3a: Day 09 Write Informative Text Part 2 - Unit 3a: Day 10 Revising Checklist - Unit 3a: Day 10 Revising Checklist - Unit 3a: Day 10 Revising Checklist - Unit 3a: Day 12 Formal Writing Assessment: Plan - Unit 3a: Day 12 Formal Writing Assessment - Unit 3b: Day 12 Formal Writing Assessment - Unit 3b: Day 04 Writing a Conclusion - Unit 3b: Day 09 Paracticing Planning a 2 Paragraph Piece - Unit 3b: Day 09 Paracticing Planning a 2 Paragraph Piece - Unit 3b: Day 15 Formal Writing Assessment: Planning - Unit 3b: Day 15 Formal Writing Assessment: Planning - Unit 3b: Day 17 Formal Writing Assessment: Planning - Unit 3b: Day 17 Formal Writing Assessment: Planning - Unit 3b: Day 17 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 17 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 17 Formal Writing Assessment: Publishing - Unit 3b: Day 17 Formal Writing Assessment: Publishing - Unit 3b: Day 17 Formal Writing Assessment: Publishing - Unit 3b: Day 07 - Paragraph Planning Sheet.—Part 1 - Unit 6b: Day 06 - Paragraph Planning Sheet.—Part 1 - Unit 6b: Day 06 - Paragraph Planning Sheet.—Part 2 - Unit 6b: Day 06 - Paragraph Planning Sheet.—Part 2 - Unit 6b: Day 06			
use facts and definitions to develop points, and provide a concluding statement or section. WritingCity - Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet - Unit 3a: Day 03 2 Plaral Nouns - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 04 Writing 2 Paragraph Planning - Unit 3a: Day 04 Writing 2 Paragraphs - Unit 3a: Day 06 Revising to Add Adjectives and Adverbs - Unit 3a: Day 06 Revising Checklist - Unit 3a: Day 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 10 Revising Checklist - Unit 3a: Day 11 Formal Writing Assessment: Plan - Unit 3a: Day 17 Formal Writing Assessment - Unit 3b: Day 01 Facts and Opinions - Unit 3b: Day 02 Defining Nouns - Unit 3b: Day 03 Defining Nouns - Unit 3b: Day 06 Practicing Planning a 2 Paragraph Plece - Unit 3b: Day 07 Practicing Planning a 2 Paragraph Plece - Unit 3b: Day 07 Practicing Planning a 2 Paragraph Plece - Unit 3b: Day 12 Formal Writing Assessment: Planning - Unit 3b: Day 12 Formal Writing Assessment: Planning - Unit 3b: Day 12 Formal Writing Assessment: Panning - Unit 3b: Day 12 Formal Writing Assessment: Panning - Unit 3b: Day 12 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 16 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 16 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing - Unit 3b: Day 16 Formal Writing Assessment: Publishing			Formal Writing Assessment: Revising and Editing
concluding statement or section. WritingCity 1	PERFORMANCE	2	Write informative/explanatory texts in which they introduce a topic,
WritingCity - Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet - Unit 3a: Day 02 Plural Nouns - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 04 Writing 2 Paragraphs - Unit 3a: Day 05 Revising to Add Adjectives and Adverbs - Unit 3a: Day 06 Revising to Add Adjectives and Adverbs - Unit 3a: Day 07 Glows and Grows - Unit 3a: Day 09 Write Informative Text Part 1 - Unit 3a: Day 09 Write Informative Text Part 1 - Unit 3a: Day 10 Revising Checklist - Unit 3a: Day 11 Revising Checklist - Unit 3a: Day 11 Revising Checklist - Unit 3a: Day 12 Formal Writing Assessment: Plan - Unit 3a: Day 17 Formal Writing Assessment - Unit 3b: Day 07 Facts and Opinions - Unit 3b: Day 07 Facts and Opinions - Unit 3b: Day 07 Facts Day 08 Fracticing Planning a 2 Paragraph Piece - Unit 3b: Day 09 Planning - Unit 3b: Day 12 Formal Writing Assessment: Planning - Unit 3b: Day 12 Formal Writing Assessment: Planning - Unit 3b: Day 12 Formal Writing Assessment: Planning - Unit 3b: Day 12 Formal Writing Assessment: Planning - Unit 3b: Day 14 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing - Unit 3b: Day 16 Formal Writing Assessment: Planning - Unit 3b: Day 16 Formal Writing Assessment: Planning - Unit 3b: Day 16 Formal Writing Assessment: Planning - Unit 3b: Day 16 Formal Writing Assessment: Planning - Unit 3b: Day 16 Formal Writing Assessment: Planning - Unit 3b: Day 16 Formal Writing Assessment: Planning - Unit 3b: Day 16 Formal Writing Assessment: Planning SheetPart 1 - Unit 6b: Day 06 - Paragraph Planning SheetPart 2 - Unit 3b: Day 08 - Unit 3b: Day 08 - Paragraph Planning SheetPart 2 - Unit 3b: Day 08 - Unit 4b: Day 08 - Paragraph Planning SheetPart 2 - Unit 4b: Day 08 - Paragraph Planning SheetPart 2 - Unit 4b: Day 08	EXPECTATION		
introducing the 2 Paragraph Planning Sheet introducing the 2 Paragraph Planning Sheet introducing the 2 Paragraph Planning introducing the 2 Paragraph Planning introducing the 3 Paragraph Planning introducing the 3 Paragraphs introducing the 3 Paragraph Planning introducing the 4 Par			concluding statement or section.
introducing the 2 Paragraph Planning Sheet introducing the 2 Paragraph Planning Sheet introducing the 2 Paragraph Planning introducing the 2 Paragraph Planning introducing the 3 Paragraph Planning introducing the 3 Paragraphs introducing the 3 Paragraph Planning introducing the 4 Par			
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Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 3b: Day 17 Formal Writing Assessment: Publishing Unit 6: Day 06 Paragraph Planning SheetPart 1 Unit 6: Day 07 Paragraph Planning SheetPart 2 Unit 6: Day 08			
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 • Unit 3b: Day 17 Formal Writing Assessment: Publishing • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2 • Unit 6: Day 08 			
Formal Writing Assessment: Publishing • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2 • Unit 6: Day 08			
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• Unit 6: Day 07 4 Paragraph Planning SheetPart 2 • Unit 6: Day 08			
4 Paragraph Planning SheetPart 2 • Unit 6: Day 08			
• Unit 6: Day 08			
			• Unit 6: Day 08
			Formal Writing Assessment Part 1

		• Unit 6: Day 09
		Formal Writing Assessment Part 2
PERFORMANCE EXPECTATION	3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
		WritingCity • Unit 1: Day 02 Traits: Ideas
		• Unit 1: Day 03
		Traits: Organization • Unit 1: Day 04
		Traits: Voice
		Unit 1: Day 06 Traits: Word Choice
		• Unit 2: Day 01
		Narrative Writing: BME • Unit 2: Day 02
		Narrative Writing: Past Tense Verbs • Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 2: Day 06
		Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs • Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09
		Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11
		Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 12
		Narrative Writing: Formal Writing Assessment Day 2 • Unit 5: Day 01
		Planning with a Story Strip Day 1 • Unit 5: Day 02
		Planning with a Story Strip Day 2 • Unit 5: Day 03
		Writing in the Past Tense Day 1 • Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05
		Adjectives
		Unit 5: Day 06 Possessive and Plural Nouns
		• Unit 5: Day 09
		Formal Writing Assessment: Planning • Unit 5: Day 10
		Formal Writing Assessment • Unit 5: Day 11
		Formal Writing Assessment: Revising
		Unit 5: Day 12 Using Temporal Words
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		WritingCity
		Unit 1: Day 01 Getting Ready to Write: Topics
	1	esting hours to mito. Topios

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• Unit 2: Day 05
Narrative Writing: Revising by Adding Details

    Unit 3a: Day 01

Introducing the 2 Paragraph Planning Sheet
• Unit 3a: Day 02
Plural Nouns
• Unit 3a: Day 03
2 Paragraph Planning

    Unit 3a: Day 04

Writing 2 Paragraphs

    Unit 3a: Day 05

Revising to Add Adjectives and Adverbs

    Unit 3a: Day 06

Revising Checklist

    Unit 3a: Day 07

Glows and Grows

    Unit 3a: Day 08

Write Informative Text Part 1

    Unit 3a: Day 09

Write Informative Text Part 2
• Unit 3a: Day 10
Revising Checklist

    Unit 3a: Day 11

Formal Writing Assessment: Plan
• Unit 3a: Day 12
Formal Writing Assessment

    Unit 3a: Day 13

Scoring with a Rubric
• Unit 3b: Day 01
Facts and Opinions

    Unit 3b: Day 02

Defining Nouns
• Unit 3b: Day 03
Defining Nouns Part 2

    Unit 3b: Day 04

Writing a Conclusion

    Unit 3b: Day 05

Varying Sentences

    Unit 3b: Day 06

Practicing Planning a 2 Paragraph Piece

    Unit 3b: Day 07

Practicing with Short and Long Sentences
• Unit 3b: Day 08
Revising with a Checklist

    Unit 3b: Day 09

Planning
• Unit 3b: Day 10
Writing 2 Paragraphs

    Unit 3b: Day 11

Editing

    Unit 3b: Day 12

Formal Writing Assessment: Planning
• Unit 3b: Day 13
Formal Writing Assessment - Part 1

    Unit 3b: Day 14

Formal Writing Assessment - Part 2

    Unit 3b: Day 15

Formal Writing Assessment: Revising and Editing
• Unit 3b: Day 16
Formal Writing Assessment: Scoring
• Unit 3b: Day 17
Formal Writing Assessment: Publishing

    Unit 4: Day 01

Facts and Opinions
• Unit 4: Day 02
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		Linking Words • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment: Revising and Editing • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 09 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Revising and Editing
PERFORMANCE EXPECTATION	6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. WritingCity Unit 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
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). WritingCity Unit 6: Day 01

		Writing Definitions • Unit 6: Day 02
		Collective Nouns
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 05
		Research Resources • Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
PERFORMANCE EXPECTATION	8	Recall information from experiences or gather information from provided sources to answer a question.
		WritingCity
		• Unit 3b: Day 02
		Defining Nouns
		• Unit 3b: Day 03
		Defining Nouns Part 2
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing • Unit 6: Day 01
		Writing Definitions
		• Unit 6: Day 02
		Collective Nouns
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 05
		Research Resources
		Unit 6: Day 06 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	1.a.	Use collective nouns (e.g., group).
		WritingCity
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		• Unit 6: Day 02
		Collective Nouns
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2 • Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
INDICATOR	1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

		WritingCity • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 02 Defining Nouns • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 02 Collective Nouns
INDICATOR	1.c.	Use reflexive pronouns (e.g., myself, ourselves) and indefinite pronouns (e.g., anyone, everything). WritingCity • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
INDICATOR	1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). WritingCity Unit 2: Day 02 Narrative Writing: Past Tense Verbs Unit 2: Day 03 Narrative Writing: Review Focus Skills Unit 2: Day 05 Narrative Writing: Revising by Adding Details Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt Unit 5: Day 02 Planning with a Story Strip Day 2 Unit 5: Day 03 Writing in the Past Tense Day 1 Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 10 Formal Writing Assessment
INDICATOR	1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. WritingCity • Unit 1: Day 04

		Traits: Voice
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• 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
INDICATOR	1.f.	Produce, expand, and rearrange complete simple and compound
		sentences (e.g., The boy watched the movie; The little boy watched
		the movie; The action movie was watched by the little boy).
		WritingCity
		WritingCity • Unit 1: Day 05
The state of the s		Traits: Santanca Fluancy
		Traits: Sentence Fluency • Unit 2: Day 04
		• Unit 2: Day 04
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency
		• Unit 2: Day 04
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15
		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2
STRAND		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15
STRAND TITLE		Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
	2	Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Language Standards Conventions of Standard English
TITLE	2	Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Language Standards

INDICATOR	2.a.	Capitalize holidays, product names, 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.b.	Use commas in greetings and closings of letters.
		WritingCity
		• Unit 4: Day 10
		Writing a Letter • Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
INDICATOR	2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions • Unit 3a: Day 08
		Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 4: Day 08
		Contractions
		Unit 4: Day 09 Revising and Editing
		• Unit 4: Day 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.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
I .	II.	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
INDICATOR	2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. WritingCity • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	4.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns

Louisiana Academic Standards

Language Arts

Grade: 3 - Adopted: 2019

STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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

2	Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
	Reading Standards for Literature
	Craft and Structure
4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature
6	Distinguish the student's point of view from that of the narrator or those of the characters. WritingCity • Unit 2: Day 18 Writers Respond to Questions and Prompts
	Reading Standards for Literature
	Range of Reading and Level of Text Complexity
10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. WritingCity Unit 2: Day 16 Intro to Response Writing
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		Helt O. Boy 47
		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
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		WritingCity Unit 3b: Day 15
		3-2-1- Highlight! • Unit 3b: Day 16
		Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response • Unit 4: Day 12
		Response to Text- A Taste of Two
		• Unit 4: Day 13
		Response to Text- Comparing Two Texts
		• Unit 4: Day 14
		Response to Text- A Persuasive Letter
PERFORMANCE EXPECTATION	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
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE	1	Determine the meaning of general academic and domain-specific
EXPECTATION	4	words and phrases in a text relevant to a grade 3 topic or subject area.
		WritingCity
		Unit 3b: Day 16 Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		Unit 4: Day 12 Response to Text- A Taste of Two
PERFORMANCE	5	Use text features and search tools (e.g., key words, sidebars,
EXPECTATION	3	hyperlinks) to locate information relevant to a given topic efficiently.
		WritingCity
		• Unit 3b: Day 14
		Nonfiction Text Feature

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		 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
STRAND		
STRAND TITLE		Reading Standards for Informational Text Integration of Knowledge and Ideas
	7	
PERFORMANCE EXPECTATION	7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). WritingCity Unit 3b: Day 15 3-2-1- Highlight! Unit 3b: Day 16 Vocabulary in a Text
PERFORMANCE EXPECTATION	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two
PERFORMANCE EXPECTATION	9	Compare and contrast the most important points and key details presented in two texts on the same topic. WritingCity Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. WritingCity Unit 4: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read on-level text with purpose and understanding. WritingCity Unit 2: Day 16 Intro to Response Writing Unit 2: Day 17 Off to the RACES Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 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
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
INDICATOR	1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. WritingCity
		Unit 4: Day 01 Persuasion Game
		• Unit 4: Day 02 What is Opinion Writing?
		Unit 4: Day 04 What's Your Opinion?
		• Unit 4: Day 05
		5 Square Organizer • Unit 4: Day 06
		Mini Stories Support Your Thesis
		Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 08
		Introductions, Conclusions, & Student Planning • Unit 4: Day 09
		Formal Writing Assessment
		• Unit 4: Day 10
INDICATOR	1.c.	Revising
INDICATOR	1.C.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
		WritingCity
		Unit 4: Day 06 Mini Stories Support Your Thesis
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09
		Formal Writing Assessment
		Unit 4: Day 10 Revising
INDICATOR	1.d.	Provide a concluding statement or section.
		WritingCity
		Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 08
		Introductions, Conclusions, & Student Planning • Unit 4: Day 09
		Formal Writing Assessment
		Unit 4: Day 10 Revising
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
		WritingCity
		Unit 3a: Day 01 Informational Writing
		• Unit 3a: Day 02

Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. Unit 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 2.b. Develop the topic with facts, definitions, and details. WritingCity • Unit 3a: Day 01 Informational Writing Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher 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 2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. WritingCity • Unit 3a: Day 06 Paragraphs and Linking Words • 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

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		• Unit 6: Day 10 Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing • Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	2.d.	Provide a concluding statement or section.
		WritingCity
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize • Unit 3a: Day 10
		Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S. • Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 07
		Revisiting Conclusions • Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE	3	Write narratives to develop real or imagined experiences or events
EXPECTATION		using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.a.	Establish a situation and introduce a narrator and/or characters;
		organize an event sequence that unfolds naturally.
		WritingCity
		• Unit 1: Day 02
		6 Traits: Ideas
		• Unit 1: Day 03
		6 Traits: Organization • Unit 2: Day 04
		Using Dialogue to Develop Characters
		• Unit 2: Day 05
		Sequencing and Linking Words
		- Unit 0. Day 00
The state of the s		Unit 2: Day 06 Writing with Emotion
		Writing with Emotion • Unit 2: Day 07
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning
		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
		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
		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
		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
		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
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02 What is a Fable?
		Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02

	7	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	3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
		WritingCity • Unit 1: Day 02
		6 Traits: Ideas
		• Unit 1: Day 04 6 Traits: Voice
		• Unit 2: Day 02 Adverbs
		• Unit 2: Day 03
		Dialogue=Detail • Unit 2: Day 04
		Using Dialogue to Develop Characters
		Unit 2: Day 06 Writing with Emotion
		• Unit 2: Day 14
		RevisingGlows and Grows • Unit 3a: Day 04
		Voice • Unit 5: Day 02
		What is a Fable?
		Unit 5: Day 06 Moral of the Lesson
		• Unit 5: Day 14
		Formal Writing Assessment • Unit 5: Day 15
		Scoring Fables
		Unit 5: Day 16 Revising Fables
INDICATOR	3.c.	Use temporal words and phrases to signal event order.
		WritingCity
		• Unit 1: Day 02 6 Traits: Ideas
		• Unit 1: Day 03
		6 Traits: Organization • Unit 2: Day 04
		Using Dialogue to Develop Characters • Unit 2: Day 05
		Sequencing and Linking Words
		Unit 2: Day 06 Writing with Emotion
		• Unit 2: Day 07
		Writing the Whole Story • Unit 2: Day 08
		Planning
		• Unit 2: Day 09 How to Bait a Reader
		• Unit 2: Day 10
		Catchy Closures • Unit 2: Day 12

		Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment
INDICATOR	3.d.	Provide a sense of closure. WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. WritingCity Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 1: Day 08 Getting Ready for Writing Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing the Whole Story Unit 2: Day 08 Planning Unit 2: Day 09 How to Bait a Reader Unit 2: Day 10 Catchy Closures Unit 2: Day 12

Writing From Experience • Unit 2: Day 14 Revising--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 01 Informational Writing Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 11 Special Place Unit 3b: Day 10 **Formal Writing Assessment** Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 01 Persuasion Game Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 **Formal Writing Assessment** Unit 4: Day 10 Revising • Unit 4: Day 11 **Editing and Scoring** Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? Unit 5: Day 03 Planning Wheels Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words

• Unit 5: Day 10

Possessives and Plurals, Oh My!

### Unit 5: Day 11 Editing for Capitals * Unit 5: Day 12 Score, Plan, & Talk! * Unit 5: Day 3 Score, Plan, & Write! * Unit 5: Day 3 * Responses to Text: Comparing Morals * Unit 5: Day 9 Responses to Text: Comparing Morals * Unit 6: Day 9 Responses to Text: Comparing Morals * Unit 6: Day 90 Guided Notes Journal * Unit 6: Day 10 Glows and Grows * Unit 6: Day 10 Ready, Set, Write! * Unit 6: Day 10 Ready, Set, Write! * Unit 6: Day 11 Just Keep Writing * Unit 6: Day 12 Revising Ears * Unit 6: Day 12 Revising Ears * Unit 6: Day 14 Scoring with a Rubric * Writing City * Unit 6: Day 14 Scoring with a Rubric * Unit 1: Day 06 Getting Ready to Writing * Unit 1: Day 08 Getting Ready for Writing * Unit 1: Day 09 How to Balt a Reader * Unit 2: Day 08 Planning * Unit 2: Day 10 How to Balt a Reader * Unit 2: Day 12 Writing City * Unit 2: Day 13 Scoring with a Rubric * Unit 2: Day 14 The 6 Traits Rubric * Unit 2: Day 17 Writing From Experience * Unit 2: Day 17 * Unit of the RACES * Unit 2: Day 17 Off to the RACES * Unit 2: Day 17 * Unit 2: Day 19 * Unit 3: Day 03 * Narrative vs. Non-Narrative * Unit 3: Day 04		11	U 1/2 B 44
Score, Plan, & Writel - Unit 5: Day 14 Formal Writing Assessment - Unit 5: Day 19 Responses to Text: Comparing Morals - Unit 6: Day 20 Responses to Text: Comparing Morals - Unit 6: Day 06 Guided Notes Journal - Unit 6: Day 07 Glows and Grows - Unit 6: Day 07 Glows and Grows - Unit 6: Day 10 Ready, Set, Writel - Unit 6: Day 10 Ready, Set, Writel - Unit 6: Day 14 Just Keep Writing - Unit 6: Day 14 Just Keep Writing - Unit 6: Day 12 Revising Ears - Unit 6: Day 13 Editing Glasses - Unit 6: Day 13 Editing Glasses - Unit 6: Day 14 Scorring with a Rubric PERFORMANCE EXPECTATION 5 Writingclity - 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 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 15 - Unit 2: Day 16 - Unit 2: Day 16 - Unit 2: Day 17 - Off to the RACES - Unit 2: Day 17 Off to the RACES - Unit 2: Day 19 Using the Chock/list - Unit 2: Day 19 Using the Chock/list - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 22 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 20 Read, Reread, Respond and Scor			• Unit 5: Day 12 Score, Plan, & Talk!
- Unit 5: Day 14 Formal Writing Assessment - Unit 5: Day 19 Responses to Text: Comparing Morals - Unit 5: Day 20 Responses to Text: Comparing Morals - Unit 6: Day 06 Guided Notes Journal - Unit 6: Day 07 Glows and Grows - Unit 6: Day 10 Ready, Set, Writel - Unit 6: Day 10 Ready, Set, Writel - Unit 6: Day 11 Just Keep Writing - Unit 6: Day 12 Revising Ears - Unit 6: Day 14 Editing Glasses - Unit 6: Day 14 Scoring with a Rubric PERFORMANCE 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. WritingCity - Unit 1: Day 01 Getting Ready to Write: Topics - Unit 1: Day 08 Getting Ready for Writing - Unit 2: Day 07 Writing the Whole Story - Unit 2: Day 07 Writing the Whole Story - 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 14 The 6 Traits 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 17 Off to the RACES - Unit 2: Day 19 Using the Checklist - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 3: Day 23 Read Reread, Respond and Score - Unit 3: Day 23 Read Reread, Respond and Score			
Formal Writing Assessment • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric PERFORMANCE EXPECTATION 5			
Responses to Text: Comparing Morals - Unit 5: Day 20 Responses to Text: Comparing Morals - Unit 6: Day 06 Guided Motes Journal - Unit 6: Day 07 Glows and Grows - Unit 6: Day 10 Ready, Set, Writel - Unit 6: Day 11 Just Keep Planning Sheet - Unit 6: Day 11 Just Keep Writing - Unit 6: Day 12 Revising Ears - Unit 6: Day 12 Revising Ears - Unit 6: Day 13 Editing Glasses - Unit 6: Day 13 Editing Glasses - Unit 6: Day 14 Scoring with a Rubric PERFORMANCE EXPECTATION 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. WritingCity - Unit 1: Day 01 Getting Ready to Write: Topics - Unit 1: Day 03 Getting Ready for Writing - Unit 2: Day 07 Writing the Whole Story - Unit 2: Day 07 Writing the Whole Story - Unit 2: Day 12 Unit 2: Day 10 How to Bait a Reader - Unit 2: Day 11 The 6 Traits Rubric - Unit 2: Day 12 Writing From Experience - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 15 Editing—Glows and Grows - Unit 2: Day 15 Editing—Glows and Grows - Unit 2: Day 17 Off to the RACES - Unit 2: Day 19 Using the Chocklist - Unit 2: Day 20 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 2: Day 21 Read, Reread, Respond and Score - Unit 3a: Day 23 Narrative vs. Non-Narrative			
Responses to Text: Comparing Morals • Unit 5: Day 20 Responsos to Text: Comparing Morals • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 10 Ready, Set, Write! • 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 PERFORMANCE EXPECTATION 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 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 14 The 6 Traits 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 19 Using the Checklist • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 2: Non-Marrative			
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Unit 6: Day 06			
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Narrative vs. Non-Narrative			

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 S 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
PERFORMANCE EXPECTATION	6	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others. WritingCity Unit 6: Day 15 Publishing with Technology
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7	Conduct short research projects that build knowledge about a topic. WritingCity Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 S Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
PERFORMANCE EXPECTATION	8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort

STRAND	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
STRAND	Writing Standards

STRAND		writing Standards
TITLE		Range of Writing
	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11
		Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 19 Using the Checklist Unit 2: Day 20

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Unit 5: Day 05
Action Words
Unit 5: Day 06
Moral of the Lesson

		• Unit 5: Day 07
		Fable Beginnings • Unit 5: Day 08
		Fable Planning: Talk it Out
		• Unit 5: Day 10
		Possessives and Plurals, Oh My!
		• Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
		• Unit 5: Day 17
		Editing Fables
		• Unit 5: Day 19
		Responses to Text: Comparing Morals
		Unit 5: Day 20 Responses to Text: Comparing Morals
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		Unit 6: Day 13 Editing Glasses
		Unit 6: Day 14
		Scoring with a Rubric
		• Unit 6: Day 16
		Reflection and Celebration
STRAND		
		Language Standards
TITLE	4	Conventions of Standard English
PERFORMANCE	1	Demonstrate command of the conventions of Standard English
EXPECTATION		grammar and usage when writing or speaking.
INDICATOR	1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and
		adverbs in general and their functions in particular sentences.
		W. W
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 2: Day 01
The state of the s		Real Narrative

		<u></u>
		Unit 2: Day 02 Adverbs Unit 2: Day 14 RevisingGlows and Grows Unit 3b: Day 05 Voice and Word Choice Unit 4: Day 03 Opinions and Advertising Unit 4: Day 04 What's Your Opinion? Unit 4: Day 05 Square Organizer Unit 5: Day 04
		Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 16 Revising Fables • Unit 5: Day 17
INDICATOR	1.b.	Editing Fables Form and use regular and irregular plural nouns.
		WritingCity • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
INDICATOR	1.c.	Use abstract nouns (e.g., childhood). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
INDICATOR	1.d.	Form and use regular and irregular verbs. WritingCity Unit 5: Day 04 Fables and Focus Unit 5: Day 05 Action Words
INDICATOR	1.e.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 04 Fables and Focus
INDICATOR	1.f.	Ensure subject-verb and pronoun-antecedent agreement.
	· 	

		WritingCity
		Unit 1: Day 07 Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 3a: Day 09
		Score and Brainstorm
INDICATOR	1.g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. WritingCity • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08
		Uno, Dos, Traits
INDICATOR	1.h.	Use coordinating and subordinating conjunctions.
		WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize
		• Unit 3b: Day 08 Uno, Dos, Traits
		• Unit 5: Day 01
		Meeting Aesop • Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
INDICATOR	1.i.	Produce simple, compound, and complex sentences.
		WritingCity • Unit 1: Day 05
		6 Traits: Sentence Fluency
		Unit 1: Day 09 Getting Ready for Writing
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 3a: Day 08
		Score and Organize • Unit 3b: Day 08
		Uno, Dos, Traits
		• Unit 6: Day 09
		Planning Continued
		Unit 6: Day 10 Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	2.a.	Capitalize appropriate words in titles.
		WritingCity • Unit 3b: Day 07

		Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
INDICATOR	2.b.	Use commas in addresses. WritingCity • Unit 3b: Day 01 Becoming Authorities
INDICATOR	2.c.	Use commas and quotation marks in dialogue. WritingCity Unit 1: Day 02 6 Traits: Ideas Unit 1: Day 04 6 Traits: Voice Unit 2: Day 04 Loint 2: Day 03 Dialogue=Detail Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 06 Writing with Emotion Unit 2: Day 14 RevisingGlows and Grows Unit 3a: Day 04 Voice Unit 5: Day 02 What is a Fable? Unit 5: Day 06 Moral of the Lesson Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 16 Revising Fables Unit 5: Day 16 Revising Fables Unit 5: Day 17 Editing Fables
INDICATOR	2.d.	Form and use possessives. WritingCity Unit 1: Day 07 Traits: Conventions Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist Unit 4: Day 11 Editing and Scoring

		Unit 5: Day 10 Possessives and Plurals, Oh My! Unit 5: Day 12 Score, Plan, & Talk! Unit 5: Day 17 Editing Fables
INDICATOR	2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 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
INDICATOR	2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
INDICATOR	2.g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. WritingCity • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 17 Editing Fables
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.a.	Choose words and phrases for effect. WritingCity Unit 2: Day 06 Writing with Emotion

	1	
		Unit 2: Day 14 RevisingGlows and Grows
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 11
		Special Place
		Unit 3a: Day 12 Revising with A.R.M.S.
		• Unit 3b: Day 05
		Voice and Word Choice
		Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 09 Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment
		• Unit 4: Day 10
		Revising • Unit 5: Day 05
		Action Words
		• Unit 5: Day 07
		Fable Beginnings
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15 Scoring Fables
		• Unit 5: Day 16
		Revising Fables
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE	4	Determine or clarify the meaning of unknown and multiple-meaning
EXPECTATION		word and phrases based on grade 3 reading and content, choosing
		flexibly from a range of strategies.
INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to
		determine or clarify the precise meaning of key words and phrases.
		WritingCity
		• Unit 6: Day 05
		Paraphrasing
		Paraphrasing • Unit 6: Day 06
		Paraphrasing • Unit 6: Day 06 Guided Notes Journal
		Paraphrasing • Unit 6: Day 06
		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14
		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows
STRAND		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards
TITLE		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use
TITLE PERFORMANCE	5	Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in
TITLE PERFORMANCE EXPECTATION		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
TITLE PERFORMANCE	5 5.c.	Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe
TITLE PERFORMANCE EXPECTATION		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed,
TITLE PERFORMANCE EXPECTATION		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe
TITLE PERFORMANCE EXPECTATION		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). WritingCity
TITLE PERFORMANCE EXPECTATION		Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

		Unit 3b: Day 08 Uno, Dos, Traits
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		WritingCity • Unit 2: Day 06 Writing with Emotion
		• Unit 2: Day 14 RevisingGlows and Grows
		• Unit 3a: Day 04 Voice
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S. • Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 09
		Planning Sheets
		Unit 3b: Day 10 Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• Unit 3b: Day 16
		Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response • Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment
		• Unit 4: Day 10
		Revising
		• Unit 4: Day 12
		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
		Incrising Labies

Louisiana Academic Standards

Language Arts

Grade: 4 - Adopted: 2019

STRAND	Reading Standards for Literature
TITLE	Key Ideas and Details
PERFORMANCE EXPECTATION	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

	1	
		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 - Persuasive Letter - Part 2 • Unit 5: Day 13 Compare and Contrast
DEDECORMANCE		
PERFORMANCE EXPECTATION	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text • Unit 2: Day 17
		Ways Writers Respond to Reading
		Unit 2: Day 18 Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		Unit 2: Day 20 Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score • Unit 3b: Day 15
		Response Writing and Text Features
		• Unit 3b: Day 17
		Nonfiction Choice Cards • Unit 4: Day 12
		Response to Text - Idea Swap
		Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1
		• Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05
		Dialogue and Punctuation
		Unit 5: Day 12 Response to Text
		• Unit 5: Day 13
		Compare and Contrast
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		WritingCity • Unit 1: Day 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
PERFORMANCE EXPECTATION	6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		WritingCity
		• Unit 5: Day 13
		Compare and Contrast
STRAND		Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7	Make connections between the text of a story or drama and a visual or oral presentation of the text.
		WritingCity
		• Unit 5: Day 13
		Compare and Contrast
PERFORMANCE EXPECTATION	9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		WritingCity
The state of the s		
		• Unit 5: Day 13
		Unit 5: Day 13 Compare and Contrast
STRAND		
STRAND TITLE		Compare and Contrast
	10	Compare and Contrast Reading Standards for Literature
TITLE PERFORMANCE	10	Compare and Contrast Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16
TITLE PERFORMANCE	10	Compare and Contrast Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text
TITLE PERFORMANCE	10	Compare and Contrast Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17
TITLE PERFORMANCE	10	Compare and Contrast Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading
TITLE PERFORMANCE	10	Compare and Contrast Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17
TITLE PERFORMANCE	10	Compare and Contrast Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21
TITLE PERFORMANCE	10	Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
PERFORMANCE EXPECTATION	10	Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text
PERFORMANCE EXPECTATION	10	Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE	10	Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the
PERFORMANCE EXPECTATION STRAND TITLE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 27 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16

		Nonfiction 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
PERFORMANCE EXPECTATION	2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text
		• Unit 3b: Day 15
		Response Writing and Text Features
		Unit 3b: Day 16 Nonfiction Text Summaries
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
		Nonfiction Response and 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
DEDEGRACIONE		Finishing the Journal
PERFORMANCE EXPECTATION	3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,
LAFECTATION		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 Cuided Note Taking Journal Bort 4
STRAND		Guided Note-Taking Journal - Part 1 Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE	4	Determine the meaning of general academic and domain-specific
EXPECTATION	=	words or phrases in a text relevant to a grade 4 topic or subject
		area.

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	WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
	Nonfiction Response and Score- Day 2
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
	Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap
	Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14
	Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12
	Response to Text • Unit 5: Day 13
	Compare and Contrast
	Reading Standards for Informational Text
7	Reading Standards for Informational Text
7	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15
7	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02
3	Reading Standards for Informational Text Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

		Unit 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
PERFORMANCE EXPECTATION	9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 12 Response to Text - Idea Swap
		Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read on-level text with purpose and understanding. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to

		support the writer's purpose.
		support the writer's purpose.
		WritingCity
		Unit 4: Day 01 Fact vs. Opinion
		• Unit 4: Day 02
		What Do We Think of Zoos?
		• Unit 4: Day 03
		5 Square Paragraph Planning
		Unit 4: Day 04 Let the Planning Begin!
		• Unit 4: Day 05
		Opinions, Transitions, and Leads, Oh My!
		• Unit 4: Day 06
		Analyzing the Student Sample
		Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09
		Revising Ears
INDICATOR	1.c.	Link opinion and reasons using words and phrases (e.g., for
		instance, in order to, in addition).
		WritingCity
		• Unit 4: Day 05
		Opinions, Transitions, and Leads, Oh My!
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09
		Revising Ears
INDICATOR	1.d.	Provide a concluding statement or section related to the opinion
		presented.
		WritingCity
		• Unit 4: Day 05
		Opinions, Transitions, and Leads, Oh My!
		• Unit 4: Day 06
		Analyzing the Student Sample • Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE	2	Write informative/explanatory texts to examine a topic and convey
EXPECTATION		ideas and information clearly.
INDICATOR	2.a.	Introduce a topic clearly and group related information in
		paragraphs and sections; include formatting (e.g., headings),
		illustrations, and multimedia when useful to aiding comprehension.
		WritingCity
		• Unit 3a: Day 02
		5 Square
		• Unit 3a: Day 03
		Using the Planning Sheet
		Unit 3a: Day 04 Formal Writing
		• Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 03
		Definitions A Unit 3b: Day 05
		• 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 Develop the topic with facts, definitions, concrete details, 2.b. quotations, or other information and examples related to the topic. WritingCity Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1

		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		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	2.c.	Link ideas within categories of information using words and
		phrases (e.g., another, for example, also, because).
		WritingCity
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 04
		Linking Words
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 07
		Writing Strong Conclusions
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 6: Day 11
		Ready, Set, Write!
	[]	i today, oot, iiiitoi
		• Unit 6: Day 12
		Unit 6: Day 12 Uset Keen Writing
		Just Keep Writing, Just Keep Writing!
		Just Keep Writing, Just Keep Writing! • Unit 6: Day 13
		Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs!
INDICATOR	2.d.	Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11

		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	2.e.	Provide a concluding statement or section related to the information or explanation presented. WritingCity
		Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions Unit 3b: Day 02
		5 Square Paragraphs • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 2: Day 09 Scoring With A Rubric - Part 1 Unit 2: Day 12 Formal Writing Unit 5: Day 01 What is a Legend? Unit 5: Day 03 1st or 3rd Person Narrators Unit 5: Day 04

		Legend Planning Wheels • Unit 5: Day 10 Compare Characters
INDICATOR	3.b.	
INDICATOR	3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 1: Day 04 Voice Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 08 Show And Tell Review Unit 2: Day 09 Scoring With A Rubric - Part 1 Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 2: Day 12 Formal Writing Unit 3b: Day 08 Revising Unit 5: Day 01 What is a Legend? Unit 5: Day 03 1st or 3rd Person Narrators Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 08 Check-in and Write! Unit 5: Day 10 Compare Characters
INDICATOR	3.6.	Use a variety of transitional words and phrases to manage the sequence of events. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 08 Show And Tell Review Unit 2: Day 09 Scoring With A Rubric - Part 1 Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 5: Day 01 What is a Legend? Unit 5: Day 03

		1st or 3rd Person Narrators
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 10
		Compare Characters
INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey
		experiences and events precisely.
		<u>WritingCity</u>
		• 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	3.e.	Provide a conclusion that follows from the narrated experiences or events.
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03
		Organization
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 12
		Formal Writing
		• Unit 5: Day 01
		What is a Legend?
		• Unit 5: Day 03
		- Onit J. Day 03

TITLE Production and Distribution of Writing PERFORMANCE 4 Produce clear and coherent writing in which the development and			
Legend Planning Wheels - Unit 5: Day 10 Compare Characters Writing Standards Production and Distribution of Writing PERFORMANCE Production and Distribution of Writing PERFORMANCE Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 1: Day 02 Ideas - Unit 1: Day 03 Organization - Unit 2: Day 09 Scoring With A Rubric - Part 1 - 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 18 Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond and Respond - Unit 2: Day 20 Read, Reread and Respond - Unit 2: Day 20 Read, Reread and Respond - Unit 3: Day 21 Reread, Respond and Score - Unit 3: Day 02 - S aquare - Unit 3: Day 02 - S aquare - Unit 3: Day 03 Using the Planning Sheet - Unit 3: Day 04 Formal Writing - Unit 3: Day 03 Definitions - Unit 3: Day 03 Definitions - Unit 3: Day 05 Focus Skill Writing - Unit 3: Day 07 Read, Respond Ender Writing - Unit 3: Day 10 Formal Writing - Unit 4: Day 12 Response to Fext - Fersuasive Letter - Part 1 - Unit 4: Day 13 Response to Fext - Fersuasive Letter - Part 2			1st or 3rd Person Narrators
STRAND Writing Standards Production and Distribution of Writing PERFORMANCE EXPECTATION 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Organization • Unit 2: Day 03 Organization • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 14 Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond of Discions • Unit 2: Day 12 Read, Reread and Respond • Unit 2: Day 12 Reread, Respond and Score • Unit 3: Day 21 Reread, Respond and Score • Unit 3: Day 20 S square • Unit 3: Day 04 Formal Writing • Unit 3: Day 05 Focus Skill Writing • Unit 3: Day 04 Formal Writing • Unit 3: Day 05 Focus Skill Writing • Unit 3: Day 10 Formal Writing • Unit 4: Day 11 Verbs, Verbs, Verbs • Unit 3: Day 12 Revising with A.R.M.S. • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2			• Unit 5: Day 04
STRAND Writing Standards Production and Distribution of Writing PERFORMANCE EXPECTATION 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 1: Day 02 Ideas - Unit 1: Day 03 Organization - Unit 2: Day 09 Scoring With A Rubric - Part 1 - Unit 2: Day 17 Planning - Unit 2: Day 17 Planning - Unit 2: Day 18 Writers Respond to Reading - Unit 2: Day 18 Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond to Questions & Prompts - Unit 2: Day 20 Read, Reread and Respond - Unit 2: Day 21 Reread, Respond and Score - Unit 3a: Day 02 5 Square - Unit 3a: Day 02 5 Square - Unit 3a: Day 02 5 Square - Unit 3b: Day 03 Definitions - Unit 3b: Day 04 Formal Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 10 Formal Writing - Unit 3b: Day 11 Verbs, Verbs, Verbs - Unit 3b: Day 12 Response to Fext - Jedea Swap - Unit 4: Day 13 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap - Unit 4: Day 14 Response to Fext - Jedea Swap			Legend Planning Wheels
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 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • 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 			
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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			
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Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2			
Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2			
Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2			
Response to Text - Persuasive Letter - Part 2			

What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 PERFORMANCE 5 With guidance and support from peers and adults, develop and **EXPECTATION** strengthen writing as needed by planning, revising, and editing. **WritingCity** • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 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

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• 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
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• 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!
PERFORMANCE EXPECTATION	6	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7	Conduct short research projects that build knowledge through investigation of different aspects of a topic. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
PERFORMANCE EXPECTATION	8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet

		Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07
		Finishing the Journal
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 12 Response to Text
INDICATOR	9.b.	Unit 5: Day 13 Compare and Contrast Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

		Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond 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 06 Glows and Grows - Part 1

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

Paraphrasing
• Unit 6: Day 06

		Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • 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!
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	1.a.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08 Glows and Grows
INDICATOR	1.b.	Form and use the progressive (e.g., I was walking; I will be walking) verb tenses. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators

		Unit 6: Day 08 Glows and Grows
INDICATOR	1.c.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
		WritingCity
		Unit 1: Day 07 Traits: Conventions
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		Unit 3b: Day 11 Verbs, Verbs, Verbs!
		• Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 09 Editing
INDICATOR	1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
		WritingCity
		Unit 2: Day 04 Writing With Sensory Details
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		Unit 5: Day 04 Legend Planning Wheels
		• Unit 5: Day 08
INDICATOR	1.e.	Check-in and Write!
INDICATOR	T.e.	Form and use prepositional phrases.
		WritingCity • Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2 • Unit 3a: Day 09
		Revising for Similes and Sensory Details
		• Unit 4: Day 09
		Revising Ears • Unit 5: Day 07
		Ready, Set, Write!
		• Unit 6: Day 08
INDICATOR	1.f.	Glows and Grows Produce complete sentences, recognizing and correcting
NDIOATOR		inappropriate fragments and run-ons.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions • Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 10
		Editing With A Checklist • Unit 3b: Day 13
		Editing
		• Unit 4: Day 09
		Revising Ears • Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 01
		What is a Legend? • Unit 5: Day 09
		Editing

INDICATOR	1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	2.a.	Use correct capitalization. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
INDICATOR	2.b.	Use commas and quotation marks to mark direct speech and quotations from a text. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 09 Editing
INDICATOR	2.c.	Use a comma before a coordinating conjunction in a compound sentence. WritingCity

		Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 09 Editing Unit 6: Day 08 Glows and Grows
INDICATOR	2.d.	Spell grade-appropriate words correctly, consulting references as needed.
		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
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.a.	WritingCity Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Strong Verbs Unit 2: Day 02 Strong vs. Weak Verbs Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 04 Writing With Sensory Details Unit 2: Day 05 Transitioning Smoothly Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3a: Day 09 Revising for Similes and Sensory Details Unit 3b: Day 03 Definitions

	1	a Unit 2h, Day 05
		Unit 3b: Day 05 Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs!
		Unit 3b: Day 12 Revising with A.R.M.S.
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09
		Revising Ears • Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		Unit 6: Day 07 Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing! • Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
INDICATOR	2 h	
INDICATOR	3.b.	Choose punctuation for effect.
		WritingCity
		• Unit 1: Day 05
		6 Traits: Sentence Fluency
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE	5	Demonstrate understanding of figurative language, word
EXPECTATION		relationships, and nuances in word meanings.
INDICATOR	5.a.	Explain the meaning of simple similes and metaphors (e.g., as
		pretty as a picture) in context.
		<u>WritingCity</u>
		• 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
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INDICATOR	5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
		WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07
OTDAND		Glows and Grows - Part 2
STRAND TITLE		Language Standards
PERFORMANCE	6	Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic
EXPECTATION		and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		WritingCity
		Unit 1: Day 06 Traits: Word Choice
		• Unit 2: Day 01
		Strong Verbs
		Unit 2: Day 02 Strong vs. Weak Verbs
		• Unit 2: Day 03
		Honoring Good Writing With Revision
		Unit 2: Day 04 Writing With Sensory Details
		• Unit 2: Day 05
		Transitioning Smoothly
		• Unit 3a: Day 04 Formal Writing
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		Unit 3a: Day 09 Revising for Similes and Sensory Details
		• Unit 3b: Day 03
		Definitions
		Unit 3b: Day 05 Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10 Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs! • Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 3b: Day 17
		Nonfiction Choice Cards • Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09
		Revising Ears
		 Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses Unit 5: Day 04

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Legend Planning Wheels
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Guided Note-Taking Journal - Part 2
• Unit 6: Day 07
Finishing the Journal
• Unit 6: Day 08
Glows and Grows
• Unit 6: Day 09
Guided Note-Taking Journal - Part 3
• Unit 6: Day 10
Planning Continued
• Unit 6: Day 11
Ready, Set, Write!
• Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1

Louisiana Academic Standards Language Arts

Grade: 5 - Adopted: 2019

Glade. 5 - Adopted. 2019		
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 20 Writers Respond Through Opinions Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters
PERFORMANCE EXPECTATION	2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

		WritingCity • Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
DEDECRIVANCE		Response to Historical Fiction Text
PERFORMANCE EXPECTATION	3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		WritingCity • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
		Unit 5: Day 10 Compare the Past
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE	4	Determine the meaning of words and phrases as they are used in a
EXPECTATION	7	text, including figurative language and connotative meanings.
		WritingCity • Unit 1: Day 04
		Voice
		Unit 1: Day 08 Figurative Language
		• Unit 1: Day 09
		Metaphors & Similes
		• Unit 2: Day 03 Sensory Images
CTDAND		
STRAND TITLE		Reading Standards for Literature
TITLE	9	Integration of Knowledge and Ideas
	9	
TITLE PERFORMANCE	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity
TITLE PERFORMANCE	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12
TITLE PERFORMANCE	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity Unit 5: Day 12 Response to Historical Fiction Text
TITLE PERFORMANCE	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12
TITLE PERFORMANCE	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
PERFORMANCE EXPECTATION	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature
TITLE PERFORMANCE EXPECTATION STRAND TITLE	9	Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21
PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE EXPECTATION		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
TITLE PERFORMANCE EXPECTATION STRAND TITLE PERFORMANCE		Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22

PERFORMANCE EXPECTATION	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Mariain a Oite
		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
PERFORMANCE	2	Determine two or more main ideas of a text and explain how they
EXPECTATION		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 3h. Day 43
		Unit 3b: Day 12 Tayt Foatures, Main Ideas, and Details
		Text Features, Main Ideas, and Details
		Text Features, Main Ideas, and Details • Unit 3b: Day 13
		Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards
		Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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

		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
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two 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
PERFORMANCE EXPECTATION	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14 Response to Text: Planning Template Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06

		Analyzing a Peer's Work
		Unit 6: Day 07 Glows & Grows
STRAND		Reading Standards for Informational Text
TITLE		
PERFORMANCE EXPECTATION	8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 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 Square Paragraphs • Unit 4: Day 04 S Square Paragraph Graphic Organizer • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 13 Response to Historical Fiction Text • Unit 5: Day 12 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08
		Introducing the Rubric
PERFORMANCE EXPECTATION	9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score

STRAND		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 Reading Standards for Informational Text
PERFORMANCE EXPECTATION	10	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. WritingCity Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
STRAND		Reading Standards for Foundational Skills
TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	3	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.a.	Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. WritingCity Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read on-level text with purpose and understanding. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21

		Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. WritingCity Unit 4: Day 01 What is an Opinion Paper? Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 3, 4, & 5 Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR	1.b.	Provide logically ordered reasons that are supported by facts and details. WritingCity Unit 4: Day 01 What is an Opinion Paper?
INDICATOR	1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). WritingCity • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
INDICATOR	1.d.	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14

	11	
		Response to Text: Planning Template
		Unit 4: Day 15 Response to Text: Persuasive Letters
OTP AND		
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity Unit 3a: Day 04 Let's Take Five Unit 3a: Day 05 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 01 Definitions and Details
		Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 6: Day 08 Introducing the Rubric Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2
INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 20 Writers Respond Through Opinions Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 04 Let's Take Five Unit 3a: Day 05 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End

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

		Unit 3a: Day 08 Revising the End Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 6: Day 14 Revising
INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented. WritingCity Unit 3a: Day 02 Purpose and Proof Unit 3a: Day 07 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
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 04 Character Description Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 12 Writing a Conclusion Unit 5: Day 01 What is Historical Fiction? Unit 5: Day 02 Planning Wheel 1

		Planning Wheel 2 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1
INDICATOR	3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
INDICATOR	3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 1: Day 04 Voice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 05 Transition Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 12 Writing a Conclusion Unit 3a: Day 03 Who is Stronger?

	1	a Unit 20: Day 04
		• 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	3.d.	Use concrete words and phrases and sensory details to convey
		experiences and events precisely.
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 04
		Voice
		• Unit 1: Day 06
		Word Choice
		• Unit 2: Day 01
		Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 03
		Sensory Images
		• Unit 2: Day 04
		Character Description
		• Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience
		• Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 12
		Writing a Conclusion
		• Unit 3a: Day 04
		Let's Take Five
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or
		events.
		WritingCity
		• Unit 1: Day 02
		Ideas
		Ideas • Unit 1: Day 03
		Ideas • Unit 1: Day 03 Organization
		Ideas • Unit 1: Day 03

		• 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
STRAND		
STRAND TITLE		Writing Standards Production and Distribution of Writing
PERFORMANCE EXPECTATION	4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 04 Let's Take Five

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• Unit 3a: Day 05
Model the Plan

    Unit 3a: Day 06

Where I Live

    Unit 3a: Day 07

3 Points

    Unit 3a: Day 08

Revising the End
• Unit 3a: Day 09
Using Commas
• Unit 3a: Day 10
Revising Part 1

    Unit 3a: Day 11

Revising Part 2
• Unit 3a: Day 12
Editing

    Unit 3a: Day 13

Rubric Scoring
• Unit 3b: Day 01
Definitions and Details

    Unit 3b: Day 02

Brainstorming
• Unit 3b: Day 03
5 Square Paragraphs
• Unit 3b: Day 04
5 Square Paragraphs

    Unit 3b: Day 05

Linking Ideas
• Unit 3b: Day 07
Formal Writing Assessment

    Unit 3b: Day 08

Writing Strong Conclusions

    Unit 3b: Day 09

Revising
• Unit 3b: Day 10
Editing
• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 02
Fact/Opinion T-Chart
• Unit 4: Day 03
5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer
• Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2

    Unit 4: Day 09

Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising

    Unit 4: Day 11

Editing
• Unit 4: Day 12
Scoring and Publishing
• Unit 5: Day 02
Planning Wheel 1

    Unit 5: Day 04

What's the Plan?
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• Unit 5: Day 05

Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09 Editing Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing PERFORMANCE 5 With guidance and support from peers and adults, develop and **EXPECTATION** strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas Unit 2: Day 07 Scoring with a Rubric Part 1 Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13

Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 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 **PERFORMANCE** 6 With some guidance and support from adults, produce and publish

EXPECTATION

grade-appropriate writing using technology, either independently or in collaboration with others.

Knowledge through investigation of different aspects of a topic. WritingCity			
Scoring and Publishing TITLE Research to Build and Present Knowledge PERFORMANCE EXPECTATION 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. WritingCity - Unit 8: Day 02 Gathering Resources - Unit 8: Day 03 Main Ideas & Important Facts - Unit 8: Day 04 Guided Note-Taking Journal - Unit 8: Day 05 Paraphrasing PERFORMANCE EXPECTATION 8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity - Unit 6: Day 04 What is Alessacric Project? - Unit 6: Day 02 Gathering Resources - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 07 Glows & Grows - Unit 6: Day 12 Formal Writing Part 1 - Unit 6: Day 13 Formal Writing Part 2 Formal Writing Part 2 Formal Writing Part 2 Formal Writing Part 2 Formal Writing Part 3 - Unit 6: Day 13 Formal Writing Part 4 - Unit 6: Day 13 Formal Writing Part 5 - Unit 6: Day 16 Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., "Compare and contrast two or more characters, settings, or events in a s			WritingCity
TITLE Research to Build and Present Knowledge PERFORMANCE EXPECTATION 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. WritingCity - Unit 6: Day 01 What is a Research Project? - Unit 6: Day 02 Gathering Resources - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing FERFORMANCE EXPECTATION 8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity - Unit 5: Day 01 What is Research Project? - Unit 6: Day 03 Main ideas & Important Facts - Unit 6: Day 03 Main ideas & Important Facts - Unit 6: Day 03 Main ideas & Important Facts - Unit 6: Day 03 Main ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing - Unit 6: Day 05 Paraphrasing - Unit 6: Day 07 Glows & Grows - Unit 6: Day 10 Linking Words - Unit 6: Day 10 Linking Wo			
Research to Build and Present Knowledge			
PERFORMANCE EXPECTATION Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. WritingCity			
EXPECTATION knowledge through investigation of different aspects of a topic.	TITLE		Research to Build and Present Knowledge
- 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 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity - Unit 6: Day 01 What is Historical Fiction? - Unit 6: Day 02 Gathering Resources - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 09 Paraphrasing - Unit 6: Day 09 Paraphrasing - Unit 6: Day 09 The 5 Square Graphic Organizer - Unit 6: Day 09 The 5 Square Graphic Organizer - Unit 6: Day 10 Linking Words - Unit 6: Day 10 Linking Part 1 - Unit 6: Day 13 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 Formal Writing - Part 5 Form	PERFORMANCE EXPECTATION	7	
Unit 6: Day 03			Unit 6: Day 01 What is a Research Project? Unit 6: Day 02
Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing			• Unit 6: Day 03
Guided Note-Taking Journal - Unit 6: Day 05			
Paraphrasing			
PERFORMANCE EXPECTATION Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity			
information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity - Unit 5: Day 01 What is a Research Project? - Unit 6: Day 01 What is a Research Project? - Unit 6: Day 02 Gathering Resources - Unit 6: Day 02 Gathering Resources - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 07 Glows & Grows - Unit 6: Day 09 The 5 Square Graphic Organizer - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 STRAND Writing Standards TITLE PERFORMANCE 9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. INDICATOR 9.a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). WritingCity - Unit 2: Day 18			
Unit 6: Day 01	PERFORMANCE EXPECTATION	8	information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a
What is a Research Project? • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANCE STRAND PERFORMANCE 9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. INDICATOR 9.a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). WritingCity • Unit 2: Day 18			
## Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 **STRAND** Writing Standards** **TITLE** Research to Build and Present Knowledge PERFORMANCE EXPECTATION** 9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). WritingCity Unit 2: Day 18			
- Unit 6: Day 02 Gathering Resources - Unit 6: Day 03 Main Ideas & Important Facts - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows - Unit 6: Day 09 The 5 Square Graphic Organizer - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANCE EXPECTATION 9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). WritingCity - Unit 2: Day 18			
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• Unit 2: Day 18			WritingCity

		Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 5: Day 10 Compare the Past Unit 5: Day 12 Response to Historical Fiction Text
INDICATOR	9.b.	Unit 5: Day 13 Response to Historical Fiction Text Apply grade 5 Reading standards to informational texts (e.g.,
		"Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
		WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts
		Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3: Day 03
		 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 Onicion T. Chart
		Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer
		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 01 What is Historical Fiction?
		Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13
		Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03
		Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06

STRAND	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 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
TITLE	Range of Writing
PERFORMANCE EXPECTATION	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 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 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 05 Model the Plan • Unit 3: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas

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 E. Day 42
STRAND		Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 01 What is a Research Project? Unit 6: Day 02 Gathering Resources Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 11 Reviewing the Plan Unit 6: Day 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 Speaking and Listening Standards
PERFORMANCE EXPECTATION	6	Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation. WritingCity • Unit 3a: Day 01 Explanatory Writing
OTD AND		Explanatory Writing
STRAND TITLE		Language Standards Conventions of Standard English
PERFORMANCE EXPECTATION	1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15

		Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 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
INDICATOR	1.b.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. WritingCity • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
INDICATOR	1.c.	Use verb tense to convey various times, sequences, states, and conditions. WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 12 Editing Unit 3b: Day 12 Editing Unit 3b: Day 16 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2 Unit 6: Day 15 Editing
INDICATOR	1.d.	Recognize and correct inappropriate shifts in verb tense. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas

INDICATOR	1.e.	• Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 15 Formal Writing - Part 2 • Unit 6: Day 15 Editing Use correlative conjunctions (e.g., either/or, neither/nor). WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 03 Sensory Images • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 5: Day 04 What's the Plan? • Unit 5: Day 04 What's the Plan?
OTDAND		Editing
STRAND TITLE		Language Standards Conventions of Standard English
PERFORMANCE	2	Demonstrate command of the conventions of standard English
EXPECTATION		capitalization, punctuation, and spelling when writing.
INDICATOR	2.a.	Use punctuation to separate items in a series. WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10

		Editing
		Unit 4: Day 11 Editing Unit 5: Day 04
		What's the Plan? • Unit 5: Day 06
		Writing and Commas • Unit 6: Day 15
INDICATOR	2.b.	Use a comma to separate an introductory element from the rest of
		the sentence.
		WritingCity • Unit 2: Day 02
		Vary Sentences Part 2 • Unit 2: Day 05
		Transition • Unit 3a: Day 09
		Using Commas • Unit 5: Day 04
		What's the Plan?
		Unit 5: Day 06 Writing and Commas
INDICATOR	2.c.	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
		WritingCity • Unit 5: Day 04
		What's the Plan? • Unit 5: Day 06
		Writing and Commas
INDICATOR	2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
		WritingCity • Unit 2: Day 11
		Writing a Real Narrative • Unit 2: Day 15
		Editing • Unit 3b: Day 10
		Editing • Unit 5: Day 04
		What's the Plan? • Unit 6: Day 15
		Editing
INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
		WritingCity • Unit 1: Day 07
		Conventions • Unit 2: Day 15
		Editing • Unit 3a: Day 12
		Editing • Unit 3b: Day 06
		Carly's Formal Writing Assessment • Unit 3b: Day 10
		Editing
		• Unit 4: Day 11 Editing
		Unit 5: Day 04 What's the Plan?

		• Unit 6: Day 15 Editing
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. WritingCity Unit 1: Day 05 Sentence Fluency Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 09 Revising Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 11 Editing Unit 4: Day 12 Scoring and Publishing Unit 5: Day 07
		Revising Part 1 • Unit 6: Day 05
OTRAND		Paraphrasing
STRAND TITLE		Language Standards
PERFORMANCE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
INDICATOR	4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. WritingCity • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details
		Unit 3b: Day 03 Square Paragraphs
STRAND		• Unit 3b: Day 03

PERFORMANCE EXPECTATION	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	5.a.	Interpret figurative language, including similes and metaphors, in context.
		WritingCity
		• Unit 1: Day 04 Voice
		• Unit 1: Day 08
		Figurative Language • Unit 1: Day 09
		Metaphors & Similes
		• Unit 2: Day 03 Sensory Images
INDICATOR	5.b.	Recognize and explain the meaning of common idioms, adages, and proverbs.
		WritingCity
		• Unit 5: Day 08
		Revising Part 2
INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		<u>WritingCity</u>
		Unit 5: Day 07 Revising Part 1
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE	6	Acquire and use accurately grade-appropriate general academic
EXPECTATION		and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		WritingCity
		• Unit 3a: Day 01
		Explanatory Writing • Unit 3a: Day 03
		Who is Stronger?
		Unit 3a: Day 07 Points
		• Unit 3a: Day 08
		Revising the End
		Unit 3a: Day 11 Revising Part 2
		into violing i dit z
		• Unit 3b: Day 03
		• Unit 3b: Day 03 5 Square Paragraphs
		Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment
		Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08
		Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment