

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: WritingCity

Subject: Language Arts

Grades: K, 1, 2, 3, 4, 5

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Language Arts

Grade: **K** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RI2.	With prompting and support, identify the main topic and retell key details of a text.
EXPECTATION	K.RI2.7.	Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.K.1, 2). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 01 Reasons to Write • 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
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet.
EXPECTATION	K.RF1.d.2.	With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write

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

		<p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Poetry Book</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	K.W1-b.	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...) – State an opinion on a topic or book.
EXPECTATION	K.W1-b.3.	<p>With prompting and support, produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Becoming a Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Pre-Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Early Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Emergent Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Developing Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Picture Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Glow and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none"> • Unit 2b: Day 01

		<p> Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites </p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	K.W2-b.	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 – Supply some facts about the topic.
EXPECTATION	K.W2-b.2.	<p>With prompting and support, gather and communicate information related to the topic/text (See CCSS W.K.7, CCSS W.K.8, and MD SLM K-1 2A1.a).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Become a Researcher</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Continue Researching</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>More Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Thinking About Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>More Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The Checklist</p>
EXPECTATION	K.W2-b.3.	<p>With prompting and support, participate in shared research on a topic (See CCSS W.K.7).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Become a Researcher</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Continue Researching</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Thinking About Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>More Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The Checklist</p>
EXPECTATION	K.W2-b.4.	<p>With prompting and support, express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic: Use frequently occurring nouns and verbs (CCSS L.K.1b); Form regular plural nouns orally by adding /s/ or /es/. (CCSS L.K.1c)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09

		<p>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 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 5: Day 05 Color Words Rhymes • 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</p>
<p>EXPECTATION</p>	<p>K.W2-b.5.</p>	<p>Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</p> <p><u>WritingCity</u> • 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</p>

		<ul style="list-style-type: none">• Unit 2a: Day 08 Glows and Grows <ul style="list-style-type: none">• Unit 2a: Day 09 Find the Glows and Grows <ul style="list-style-type: none">• Unit 2a: Day 10 Let's Write <ul style="list-style-type: none">• Unit 2b: Day 01 Writing on Your Own <ul style="list-style-type: none">• Unit 2b: Day 02 Sharing Your Writing <ul style="list-style-type: none">• Unit 2b: Day 03 Keep On Writing <ul style="list-style-type: none">• Unit 2b: Day 04 Write On! <ul style="list-style-type: none">• Unit 2b: Day 05 Just Keep Writing <ul style="list-style-type: none">• Unit 2b: Day 06 Write? Right! <ul style="list-style-type: none">• Unit 2b: Day 07 Writers R Us <ul style="list-style-type: none">• Unit 2b: Day 08 The Checklist <ul style="list-style-type: none">• Unit 2b: Day 09 Scoring Writing <ul style="list-style-type: none">• Unit 3a: Day 01 Word Wall <ul style="list-style-type: none">• Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none">• Unit 3a: Day 06 Time to Write <ul style="list-style-type: none">• Unit 3a: Day 07 Find the Words <ul style="list-style-type: none">• Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none">• Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none">• Unit 3a: Day 10 The Checklist <ul style="list-style-type: none">• Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none">• Unit 3b: Day 04 More Information <ul style="list-style-type: none">• Unit 3b: Day 05 Inform Again <ul style="list-style-type: none">• Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none">• Unit 3b: Day 07 More Sentences <ul style="list-style-type: none">• Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none">• Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none">• Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none">• Unit 5: Day 02 More, More, More <ul style="list-style-type: none">• Unit 5: Day 03 Poetry Book <ul style="list-style-type: none">• Unit 5: Day 04
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		<p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3-a.	Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened – Recount a single event or several loosely linked events.
EXPECTATION	K.W3-a.1.	<p>With prompting and support, apply the prewriting stage of the writing process: identify a single event or several loosely linked events (See CCSS RL.K.3); understand the purpose of story structure (e.g., beginning, middle, and end); express through drawing, dictating, and/or legible writing an opening sentence that sets up the story.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Picture Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none"> • Unit 2b: Day 01 <p>Writing on Your Own</p> <ul style="list-style-type: none"> • Unit 2b: Day 02 <p>Sharing Your Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Keep On Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Write On!</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Write? Right!</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Writers R Us</p> <ul style="list-style-type: none"> • Unit 2b: Day 08 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2b: Day 09 <p>Scoring Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 01

		<p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3-b.	Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened – Include some details regarding what happened.
EXPECTATION	K.W3-b.2.	<p>With prompting and support, apply knowledge of story structure: Produce complete simple sentences (CCSS L.K.1f); Use frequently occurring nouns and verbs (CCSS L.K.1b).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes
EXPECTATION	K.W3-b.3.	<p>With prompting and support, listen to, discuss and use elaborative/descriptive language; rich language (i.e., multiple words for same noun and/or verb, adjectives, adverbs).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall <ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3-c.	Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what

		happened – Tell about the events in the order in which they occurred.
EXPECTATION	K.W3-c.1.	<p>With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Picture Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Glow and Grow</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none"> • Unit 2b: Day 01 <p>Writing on Your Own</p> <ul style="list-style-type: none"> • Unit 2b: Day 02 <p>Sharing Your Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Keep On Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Write On!</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Write? Right!</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Writers R Us</p> <ul style="list-style-type: none"> • Unit 2b: Day 08 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2b: Day 09 <p>Scoring Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p>

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>K.W3-c.2.</p>	<p>With prompting and support, students will tell/represent events in a meaningful sequence (See CCSS RL.K.2, CCSS SL.K.4).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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 Glow 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

		<p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3-d.	Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened – Provide a reaction.
EXPECTATION	K.W3-d.3.	<p>Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Becoming a Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Pre-Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Early Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Emergent Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Developing Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Picture Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none"> • Unit 2b: Day 01

		<p>Writing on Your Own</p> <ul style="list-style-type: none"> • Unit 2b: Day 02 <p>Sharing Your Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Keep On Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Write On!</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Write? Right!</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Writers R Us</p> <ul style="list-style-type: none"> • Unit 2b: Day 08 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2b: Day 09 <p>Scoring Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Poetry Book</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	K.W5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
EXPECTATION	K.W5.1.	See W1, W2, W3, and W7 of CCSC Framework for specific application. <u>WritingCity</u> • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	K.W6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.
EXPECTATION	K.W6.1.	See W1, W2, W3, and W7 in CCSC Framework for specific application. <u>WritingCity</u> • Unit 6: Day 10 Scoring Research
EXPECTATION	K.W6.3.	With guidance, use technology to record and organize data/information (See MD SLM K-1 3C1.f, MD TL 1 1A). <u>WritingCity</u> • Unit 6: Day 10 Scoring Research
EXPECTATION	K.W6.4.	With guidance, use technology to present findings/conclusions in a variety of formats (See MD SLM K-1 5A1.d, MD TL 1 4B1). <u>WritingCity</u> • Unit 6: Day 10 Scoring Research

<p>EXPECTATION</p>	<p>K.W6.5.</p>	<p>With prompting and support, contribute to a shared writing experience.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Become a Researcher</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Continue Researching</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Thinking About Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>More Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The Checklist</p>
<p>EXPECTATION</p>	<p>K.W6.6.</p>	<p>Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Becoming a Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Pre-Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Early Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Emergent Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Developing Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Picture Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none"> • Unit 2b: Day 01 <p>Writing on Your Own</p> <ul style="list-style-type: none"> • Unit 2b: Day 02 <p>Sharing Your Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Keep On Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Write On!</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Write? Right!</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Writers R Us</p> <ul style="list-style-type: none"> • Unit 2b: Day 08

		<p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2b: Day 09 <p>Scoring Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Poetry Book</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	K.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
EXPECTATION	K.W8.3.	<p>With guidance and support from adults, record data/information in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Become a Researcher</p>

		<ul style="list-style-type: none"> • Unit 6: Day 02 Continue Researching <ul style="list-style-type: none"> • Unit 6: Day 04 More Revising <ul style="list-style-type: none"> • Unit 6: Day 05 Thinking About Topics <ul style="list-style-type: none"> • Unit 6: Day 06 More Topics <ul style="list-style-type: none"> • Unit 6: Day 09 The Checklist
EXPECTATION	K.W8.4.	With guidance and support from adults, draw conclusions from the recorded data/information to create new understandings. (MD SLM PK-1 4B1.b) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 6: Day 01 Become a Researcher <ul style="list-style-type: none"> • Unit 6: Day 02 Continue Researching <ul style="list-style-type: none"> • Unit 6: Day 04 More Revising <ul style="list-style-type: none"> • Unit 6: Day 05 Thinking About Topics <ul style="list-style-type: none"> • Unit 6: Day 06 More Topics <ul style="list-style-type: none"> • Unit 6: Day 09 The Checklist
EXPECTATION	K.W8.7.	Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 01 Becoming a Writer <ul style="list-style-type: none"> • Unit 1: Day 02 Pre-Writer <ul style="list-style-type: none"> • Unit 1: Day 03 Early Writer <ul style="list-style-type: none"> • Unit 1: Day 04 Emergent Writer <ul style="list-style-type: none"> • Unit 1: Day 05 Developing Writer <ul style="list-style-type: none"> • Unit 1: Day 06 Transitional Writer <ul style="list-style-type: none"> • Unit 2a: Day 01 Picture Planning <ul style="list-style-type: none"> • Unit 2a: Day 02 Draw and Write <ul style="list-style-type: none"> • Unit 2a: Day 03 Draw and Write Part 2 <ul style="list-style-type: none"> • Unit 2a: Day 04 Draw and Write Part 3 <ul style="list-style-type: none"> • Unit 2a: Day 05 Draw and Write Part 4 <ul style="list-style-type: none"> • Unit 2a: Day 06 Draw and Write Part 5 <ul style="list-style-type: none"> • Unit 2a: Day 07 Draw and Write Part 6 <ul style="list-style-type: none"> • Unit 2a: Day 08 Glows and Grows <ul style="list-style-type: none"> • Unit 2a: Day 09 Find the Glows and Grows <ul style="list-style-type: none"> • Unit 2a: Day 10 Let's Write <ul style="list-style-type: none"> • Unit 2b: Day 01

		<p> Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites </p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Print many upper and lowercase letters.
EXPECTATION	K.L1-a.1.	<p>With prompting and support, explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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 Grows 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

		<p>High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites</p>
<p>EXPECTATION</p>	<p>K.L1-a.2.</p>	<p>With prompting and support, via direct instruction of letter formation correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.</p> <p><u>WritingCity</u> • 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</p>

	<ul style="list-style-type: none">• Unit 2a: Day 03 Draw and Write Part 2 <ul style="list-style-type: none">• Unit 2a: Day 04 Draw and Write Part 3 <ul style="list-style-type: none">• Unit 2a: Day 05 Draw and Write Part 4 <ul style="list-style-type: none">• Unit 2a: Day 06 Draw and Write Part 5 <ul style="list-style-type: none">• Unit 2a: Day 07 Draw and Write Part 6 <ul style="list-style-type: none">• Unit 2a: Day 08 Glows and Grows <ul style="list-style-type: none">• Unit 2a: Day 09 Find the Glows and Grows <ul style="list-style-type: none">• Unit 2a: Day 10 Let's Write <ul style="list-style-type: none">• Unit 2b: Day 01 Writing on Your Own <ul style="list-style-type: none">• Unit 2b: Day 02 Sharing Your Writing <ul style="list-style-type: none">• Unit 2b: Day 03 Keep On Writing <ul style="list-style-type: none">• Unit 2b: Day 04 Write On! <ul style="list-style-type: none">• Unit 2b: Day 05 Just Keep Writing <ul style="list-style-type: none">• Unit 2b: Day 06 Write? Right! <ul style="list-style-type: none">• Unit 2b: Day 07 Writers R Us <ul style="list-style-type: none">• Unit 2b: Day 08 The Checklist <ul style="list-style-type: none">• Unit 2b: Day 09 Scoring Writing <ul style="list-style-type: none">• Unit 3a: Day 01 Word Wall <ul style="list-style-type: none">• Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none">• Unit 3a: Day 06 Time to Write <ul style="list-style-type: none">• Unit 3a: Day 07 Find the Words <ul style="list-style-type: none">• Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none">• Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none">• Unit 3a: Day 10 The Checklist <ul style="list-style-type: none">• Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none">• Unit 3b: Day 04 More Information <ul style="list-style-type: none">• Unit 3b: Day 05 Inform Again <ul style="list-style-type: none">• Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none">• Unit 3b: Day 07 More Sentences <ul style="list-style-type: none">• Unit 3b: Day 08
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		<p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Poetry Book</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p>
<p>EXPECTATION</p>	<p>K.L1-a.3.</p>	<p>With prompting and support, correctly form upper and lower case letters in first and last name.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Becoming a Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Pre-Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Early Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Emergent Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Developing Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Picture Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none"> • Unit 2b: Day 01 <p>Writing on Your Own</p> <ul style="list-style-type: none"> • Unit 2b: Day 02 <p>Sharing Your Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Keep On Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Write On!</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Write? Right!</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Writers R Us</p>

		<ul style="list-style-type: none"> • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1-b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use frequently occurring nouns and verbs.
EXPECTATION	K.L1-b.1.	<p>With prompting and support, demonstrate the use of nouns as naming words when speaking and writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall

		<ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 05 Color Words Rhymes
<p>EXPECTATION</p>	<p>K-L1-b.2.</p>	<p>With prompting and support, demonstrate the use of verbs as action words when speaking and writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1-c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L1-c.1.	<p>With prompting and support, use regular plural nouns when speaking and writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE	K.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L1-e.1.	With prompting and support, demonstrate the use of prepositions when speaking and writing. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce and expand complete sentences in shared language activities.
EXPECTATION	K.L1-f.1.	With prompting and support, using standard English, effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing. <u>WritingCity</u> • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
EXPECTATION	K.L1-f.4.	With prompting and support, attend to CCSS K 1a-f while engaged in literacy activities (e.g., Interactive Read Alouds, shared reading, shared writing, developmental appropriate writing , oral language activities, etc.).

		<p>WritingCity</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Your Favorite</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>State Your Opinion</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>More Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>More Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Even More Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Another Revising Day</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Scoring Research</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L2-a.1.	<p>With prompting and support, distinguish between names and other nouns.</p> <p>WritingCity</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p>

		<ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes
EXPECTATION	K.L2-a.2.	<p>With prompting and support, use capital letters for first letter of names (proper nouns), at the beginning of a sentence and the pronoun I.</p> <p>WritingCity</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 01 Reasons to Write <ul style="list-style-type: none"> • Unit 3b: Day 02 Informative Writing <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 02 That's Your Opinion <ul style="list-style-type: none"> • Unit 4: Day 03 The Best <ul style="list-style-type: none"> • Unit 4: Day 04 The Best - Part II <ul style="list-style-type: none"> • Unit 4: Day 05 The Best - Part III <ul style="list-style-type: none"> • Unit 4: Day 06 The Best - Part IV <ul style="list-style-type: none"> • Unit 4: Day 07 The Best - Part V <ul style="list-style-type: none"> • Unit 4: Day 08 Your Favorite <ul style="list-style-type: none"> • Unit 4: Day 09 State Your Opinion <ul style="list-style-type: none"> • Unit 4: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none"> • Unit 5: Day 02 More, More, More <ul style="list-style-type: none"> • Unit 5: Day 03 Poetry Book <ul style="list-style-type: none"> • Unit 5: Day 04 Write a Rhyme <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes <ul style="list-style-type: none"> • Unit 5: Day 06 Opposites <ul style="list-style-type: none"> • Unit 6: Day 06 More Topics <ul style="list-style-type: none"> • Unit 6: Day 10 Scoring Research

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
EXPECTATION	K.L2-d.2.	<p>With prompting and support, apply conventional spelling for grade appropriate words in writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Scoring Research</p>
EXPECTATION	K.L2-d.3.	<p>With prompting and support, use letters to represent phonemes in words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p>

		<ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none"> • Unit 5: Day 02 More, More, More <ul style="list-style-type: none"> • Unit 5: Day 04 Write a Rhyme <ul style="list-style-type: none"> • Unit 6: Day 10 Scoring Research
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Produce handwriting that is legible to the audience.
EXPECTATION	K.L2-e.1.	Develop fine motor skills necessary to control and sustain handwriting. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 01 Becoming a Writer <ul style="list-style-type: none"> • Unit 1: Day 02 Pre-Writer <ul style="list-style-type: none"> • Unit 1: Day 03 Early Writer <ul style="list-style-type: none"> • Unit 1: Day 04 Emergent Writer <ul style="list-style-type: none"> • Unit 1: Day 05 Developing Writer <ul style="list-style-type: none"> • Unit 1: Day 06 Transitional Writer <ul style="list-style-type: none"> • Unit 2a: Day 01

	<p>Picture Planning</p> <ul style="list-style-type: none">• Unit 2a: Day 02 <p>Draw and Write</p> <ul style="list-style-type: none">• Unit 2a: Day 03 <p>Draw and Write Part 2</p> <ul style="list-style-type: none">• Unit 2a: Day 04 <p>Draw and Write Part 3</p> <ul style="list-style-type: none">• Unit 2a: Day 05 <p>Draw and Write Part 4</p> <ul style="list-style-type: none">• Unit 2a: Day 06 <p>Draw and Write Part 5</p> <ul style="list-style-type: none">• Unit 2a: Day 07 <p>Draw and Write Part 6</p> <ul style="list-style-type: none">• Unit 2a: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none">• Unit 2a: Day 09 <p>Find the Glows and Grows</p> <ul style="list-style-type: none">• Unit 2a: Day 10 <p>Let's Write</p> <ul style="list-style-type: none">• Unit 2b: Day 01 <p>Writing on Your Own</p> <ul style="list-style-type: none">• Unit 2b: Day 02 <p>Sharing Your Writing</p> <ul style="list-style-type: none">• Unit 2b: Day 03 <p>Keep On Writing</p> <ul style="list-style-type: none">• Unit 2b: Day 04 <p>Write On!</p> <ul style="list-style-type: none">• Unit 2b: Day 05 <p>Just Keep Writing</p> <ul style="list-style-type: none">• Unit 2b: Day 06 <p>Write? Right!</p> <ul style="list-style-type: none">• Unit 2b: Day 07 <p>Writers R Us</p> <ul style="list-style-type: none">• Unit 2b: Day 08 <p>The Checklist</p> <ul style="list-style-type: none">• Unit 2b: Day 09 <p>Scoring Writing</p> <ul style="list-style-type: none">• Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none">• Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none">• Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none">• Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none">• Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none">• Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none">• Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none">• Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none">• Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none">• Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none">• Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none">• Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none">• Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none">• Unit 3b: Day 06 <p>Sentence Types</p>
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		<ul style="list-style-type: none"> • 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5-b.	With guidance and support from adults, explore word relationships and nuances in word meanings – Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L5-b.1.	<p>With prompting and support, discuss the meaning of known words to identify the opposite word (antonym).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5-d.	With guidance and support from adults, explore word relationships and nuances in word meanings – Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.
EXPECTATION	K.L5-d.1.	<p>With direct instruction and prompting, discuss and act out a variety of verbs that mean the same basic concept.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Time to Write</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Find the Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>New Writing Topics</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>The Pronoun "I"</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p>
EXPECTATION	K.L5-d.2.	<p>With direct instruction and prompting, use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Word Wall</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>High Frequency Words</p>

		<ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes
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Maryland College and Career-Ready Standards

Language Arts

Grade: 1 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EXPECTATION	1.RL4.3.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 05 People and Events <ul style="list-style-type: none"> • Unit 1: Day 06 Things and Places
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RI1.	Ask and answer questions about key details in a text.

EXPECTATION	1.RI1.8.	<p>Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RI2.	Identify the main topic and retell key details of a text.
EXPECTATION	1.RI2.5.	<p>Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09

		<p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RI3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
EXPECTATION	1.RI3.5.	<p>Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

EXPECTATION	1.RI.4.6.	<p>Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RI7.	Use the illustrations and details in a text to describe its key ideas.
EXPECTATION	1.RI7.5.	<p>Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09

		<p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	1.RI8.	Identify the reasons an author gives to support points in a text.
EXPECTATION	1.RI8.5.	<p>Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	1.RI9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
EXPECTATION	1.RI9.6.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2).

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	1.W1-a.	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 – Introduce the topic or name the book they are writing about and state an opinion.
EXPECTATION	1.W1-a.1.	<p>Apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book; gather information on a specific topic (See MD SLM PK-1 2A1); use common characteristics/attributes to begin to understand relationships; form an opinion based on prior knowledge and information provided.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Stating your Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Using Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Adding Details</p>

		<ul style="list-style-type: none"> • 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	1.W1-b.	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 – Supply a reason that supports the opinion.
EXPECTATION	1.W1-b.1.	<p>Identify facts and opinions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
EXPECTATION	1.W1-b.3.	<p>Draft a simple sentence or sentences to express an opinion and reason: Use common, proper, and possessive nouns (CCSS L.1.1b); Use personal, possessive, and indefinite pronouns (e.g., I, me, my) (CCSS L.1.1d); Use frequently occurring conjunctions (e.g., and, but, or, so, because) (CCSS L.1.1g); Use end punctuation for sentences (CCSS L.1.2b); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo

		<ul style="list-style-type: none">• Unit 1: Day 04Transitional Writer• Unit 1: Day 05People and Events• Unit 1: Day 06Things and Places• Unit 2a: Day 03Topics and Planning• Unit 2a: Day 04The Hook• Unit 2a: Day 05The Doctor's Office• Unit 2a: Day 06Think About Spacing• Unit 2a: Day 07Including Characters• Unit 2a: Day 08Picture, Plan and Write• Unit 2a: Day 09Exclamation!• Unit 2a: Day 10Questions?• Unit 2a: Day 11Voice Through Humor• Unit 2a: Day 12Recounting Events• Unit 2a: Day 13The Checklist• Unit 2a: Day 14Score with a Rubric• Unit 2b: Day 03Thinking about Spelling• Unit 2b: Day 04Remembering End Punctuation• Unit 2b: Day 05Fluffy the Cat• Unit 2b: Day 06Nouns• Unit 2b: Day 07Glows and Grows• Unit 2b: Day 14Remembering the Focus Skills• Unit 3: Day 07Introductory Sentence• Unit 3: Day 08Past Tense Verbs• Unit 3: Day 10Pronouns• Unit 3: Day 11Sarah Went to the Museum• Unit 3: Day 12Adding a Conclusion• Unit 3: Day 13Planning the Writing Assessment• Unit 3: Day 14Informative/Explanatory Writing• Unit 4: Day 02Prepositions• Unit 4: Day 03Stating your Opinion• Unit 4: Day 04Using Prepositions• Unit 4: Day 05Adjectives• Unit 4: Day 06
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		<p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Writing with Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>The Candy House</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p>
EXPECTATION	1.W1-b.4.	<p>Produce writing that is legible, including correct formation of manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	1.W1-c.	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 – Provide some sense of closure.
EXPECTATION	1.W1-c.2.	<p>Apply the revising and editing stages of the writing process (See CCSS W.1.5): Revise to verify a statement of an opinion and a reason; Expand simple complete sentences (CCSS L.1.1j); Edit to correct errors in capitalization, punctuation, and spelling (CCSS L.1.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Expand a Sentence</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p>
EXPECTATION	1.W1-c.4.	<p>Produce writing that is legible, including the correct formation of manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01

		<p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Supply some facts about the topic.
EXPECTATION	1.W2-b.4.	<p>Write several sentences using the facts that are all related to the topic: Produce complete simple and compound sentences (CCSS L.1.1f); Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (CCSS L.1.2d).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Learn More About Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>We Are Writers</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Sound Card Bingo</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 13 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07

		<p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p>
EXPECTATION	1.W2-b.5.	<p>Produce writing that is legible, including the correct formation of manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-c.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Provide some sense of closure.
EXPECTATION	1.W2-c.2.	<p>Apply the revising and editing stages of the writing process (See CCSS W.1.5): Revise to ensure a topic sentence and facts related to the topic; Expand complete simple sentences (CCSS L.1.1j); Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.1.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Expand a Sentence</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p>
EXPECTATION	1.W2-c.4.	<p>Produce writing that is legible, including the correct formation of manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04

		<p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3-a.	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 – Recount two or more appropriately sequenced events.
EXPECTATION	1.W3-a.1.	<p>Apply the prewriting stage of the writing process: identify elements of a narrative; identify two or more events, characters, and settings (See CCSS RL.1.3); tell about a series of events in a logical sequence (See CCSS RL.1. 2, CCSS SL.1.4).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Exclamation!</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Questions?</p> <ul style="list-style-type: none"> • Unit 2a: Day 11 <p>Voice Through Humor</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 13 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 01 <p>Planning a BME Writing Piece</p> <ul style="list-style-type: none"> • Unit 2b: Day 02 <p>Writing a BME Piece</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 08 <p>Temporal Words</p> <ul style="list-style-type: none"> • Unit 2b: Day 09

		<p>First, Second, Third</p> <ul style="list-style-type: none"> • Unit 2b: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 2b: Day 11 <p>Applying the Focus Skills</p> <ul style="list-style-type: none"> • Unit 2b: Day 12 <p>Revising with a Peer</p> <ul style="list-style-type: none"> • Unit 2b: Day 13 <p>Revising Questions</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 2b: Day 15 <p>Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>4 Ws</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning with 4 Ws</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Revising a Peer's 4 W Piece</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Narrative Writing with 4 Ws</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>The Candy House</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Expand a Sentence</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Assessment Writing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3-b.	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 – Include some details regarding what happened.
EXPECTATION	1.W3-b.1.	<p>Apply knowledge of story structure: Produce complete simple sentences (CCSS L.1.1j); Use verbs to convey a sense of past, present, and future (CCSS L.1.1e); Use frequently occurring adjectives (CCSS L.1.1f); Use determiners (e.g., articles demonstratives) (CCSS L.1.1h); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Learn More About Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>We Are Writers</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Sound Card Bingo</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p>

• 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
Grows 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 3: Day 08
Past Tense Verbs
• Unit 3: Day 11
Sarah Went to the Museum
• Unit 4: Day 05
Adjectives
• Unit 4: Day 06
Reviewing the Focus Skills
• Unit 4: Day 07
Adding Details
• Unit 4: Day 08
Revising with a Peer
• Unit 4: Day 11

		<p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Revising the Assessment Writing</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>4 Ws</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning with 4 Ws</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Revising a Peer's 4 W Piece</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Narrative Writing with 4 Ws</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>The Candy House</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Expand a Sentence</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>The "How To" Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p>
EXPECTATION	1.W3-b.2.	<p>Produce writing that is legible, including the correct formation of manuscript letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3-d.	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 – Provide some sense of closure.
EXPECTATION	1.W3-d.2.	Apply the revising and editing stages of the writing process (See CCSS W.1.5): Revise to ensure that elements of a narrative are

present and events are sequenced; Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.1.2).

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

Grows and Glows

• 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 / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
EXPECTATION	1.W5.1.	See W1, W2, W3, and W7 of CCSC Framework for specific application. <u>WritingCity</u> • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	1.W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
EXPECTATION	1.W6.1.	See W1, W2, W3, and W7 in CCSC Framework for specific application. <u>WritingCity</u> • Unit 6: Day 10 Editing Checklist
EXPECTATION	1.W6.3.	With guidance, use technology to record and organize data/information (See MD SLM PK-1 3C1.f, MD TL 1 1A). <u>WritingCity</u> • Unit 6: Day 10 Editing Checklist
EXPECTATION	1.W6.4.	With guidance, use technology to present findings/conclusions in a variety of formats (See MD SLM PK-1 5A1.d, MD TL 1 4B1). <u>WritingCity</u> • Unit 6: Day 10 Editing Checklist
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

OBJECTIVE	1.W7.	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).
EXPECTATION	1.W7.7.	Produce writing that is legible, including the correct formation of manuscript letters. <u>WritingCity</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor’s Office
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	1.SL4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
EXPECTATION	1.SL4.3.	Use frequently occurring adjectives to describe (See CCSS L.1.1f). <u>WritingCity</u> • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Grows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Print all upper and lowercase letters.
EXPECTATION	1.L1-a.1.	Develop and strengthen fine motor skills using a variety of activities. <u>WritingCity</u> • Unit 2a: Day 01

		<p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
EXPECTATION	1.L1-a.2.	<p>Correctly form all upper and lowercase letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
EXPECTATION	1.L1-a.3.	<p>Practice forming upper and lowercase letters on various sizes and styles of paper, and other mediums.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use common, proper, and possessive nouns.
EXPECTATION	1.L1-b.1.	<p>Define and identify nouns in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 08 <p>Temporal Words</p> <ul style="list-style-type: none"> • Unit 2b: Day 09 <p>First, Second, Third</p> <ul style="list-style-type: none"> • Unit 2b: Day 11 <p>Applying the Focus Skills</p> <ul style="list-style-type: none"> • Unit 2b: Day 12 <p>Revising with a Peer</p> <ul style="list-style-type: none"> • Unit 2b: Day 13 <p>Revising Questions</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p>

		<ul style="list-style-type: none"> • Unit 3: Day 03 Nouns <ul style="list-style-type: none"> • Unit 3: Day 04 What is a Fact? <ul style="list-style-type: none"> • Unit 3: Day 05 Planning for Informative Writing <ul style="list-style-type: none"> • Unit 3: Day 06 Writing to Inform <ul style="list-style-type: none"> • Unit 3: Day 12 Adding a Conclusion <ul style="list-style-type: none"> • Unit 3: Day 13 Planning the Writing Assessment <ul style="list-style-type: none"> • Unit 3: Day 14 Informative/Explanatory Writing <ul style="list-style-type: none"> • Unit 6: Day 01 "How To" <ul style="list-style-type: none"> • Unit 6: Day 02 The "How To" Plan <ul style="list-style-type: none"> • Unit 6: Day 03 What Will You Need?
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EXPECTATION	1.L1-b.2.	Distinguish between common, proper, and possessive nouns. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2b: Day 06 Nouns <ul style="list-style-type: none"> • Unit 2b: Day 07 Grows and Grows <ul style="list-style-type: none"> • Unit 2b: Day 08 Temporal Words <ul style="list-style-type: none"> • Unit 2b: Day 09 First, Second, Third <ul style="list-style-type: none"> • Unit 2b: Day 11 Applying the Focus Skills <ul style="list-style-type: none"> • Unit 2b: Day 12 Revising with a Peer <ul style="list-style-type: none"> • Unit 2b: Day 13 Revising Questions <ul style="list-style-type: none"> • Unit 2b: Day 14 Remembering the Focus Skills <ul style="list-style-type: none"> • Unit 3: Day 03 Nouns <ul style="list-style-type: none"> • Unit 3: Day 04 What is a Fact? <ul style="list-style-type: none"> • Unit 3: Day 05 Planning for Informative Writing <ul style="list-style-type: none"> • Unit 3: Day 06 Writing to Inform <ul style="list-style-type: none"> • Unit 3: Day 12 Adding a Conclusion <ul style="list-style-type: none"> • Unit 3: Day 13 Planning the Writing Assessment <ul style="list-style-type: none"> • Unit 3: Day 14 Informative/Explanatory Writing <ul style="list-style-type: none"> • Unit 6: Day 01 "How To" <ul style="list-style-type: none"> • Unit 6: Day 02 The "How To" Plan <ul style="list-style-type: none"> • Unit 6: Day 03 What Will You Need?
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STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
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TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE	1.L1-d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything).
EXPECTATION	1.L1-d.1.	<p>Identify and define pronouns presented in a variety of texts.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p>
EXPECTATION	1.L1-d.2.	<p>Distinguish between personal, possessive, and indefinite pronouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p>
EXPECTATION	1.L1-d.3.	<p>Demonstrate the use of pronouns in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – 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).
EXPECTATION	1.L1-e.1.	Identify verbs presented in a variety of formats. <u>WritingCity</u> • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 11 Sarah Went to the Museum
EXPECTATION	1.L1-e.2.	Form verbs in past, present, and future tenses. <u>WritingCity</u> • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 11 Sarah Went to the Museum
EXPECTATION	1.L1-e.3.	Demonstrate the correct use of verb tenses in oral and written language. <u>WritingCity</u> • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07

		Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use frequently occurring adjectives.
EXPECTATION	1.L1-f.1.	Identify and define adjectives in text presented in a variety of formats. <u>WritingCity</u> • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
EXPECTATION	1.L1-f.2.	Classify adjectives into categories such as size, color. <u>WritingCity</u> • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
EXPECTATION	1.L1-f.3.	Demonstrate the correct use of adjectives in oral and written language. <u>WritingCity</u> • Unit 4: Day 05

		<p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Adding Details</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Revising with a Peer</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Revising the Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use frequently occurring conjunctions (e.g., and, but, or, so, because).
EXPECTATION	1.L1-g.1.	<p>Identify and define conjunctions presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p>
EXPECTATION	1.L1-g.2.	<p>Demonstrate the correct use of conjunctions in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-h.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use determiners (e.g., articles, demonstratives).

EXPECTATION	1.L1-h.1.	Identify and define articles and demonstratives presented in a variety of formats. <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-i.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L1-i.1.	Identify and define prepositions presented in a variety of formats. <u>WritingCity</u> • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
EXPECTATION	1.L1-i.2.	Demonstrate the correct use of prepositions in oral and written language. <u>WritingCity</u> • 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Capitalize dates and names of people.
EXPECTATION	1.L2-a.1.	Distinguish between names and other nouns. <u>WritingCity</u> • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07

		<p>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</p>
<p>EXPECTATION</p>	<p>1.L2-a.3.</p>	<p>Demonstrate correct capitalization of names and dates when writing.</p> <p><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?</p>

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>1.L2-a.4.</p>	<p>Analyze writing models for correct capitalization.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use end punctuation for sentences.
EXPECTATION	1.L2-b.1.	<p>Identify the components of a sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Unit 2b: Day 14 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
<p>EXPECTATION</p>	<p>1.L2-b.2.</p>	<p>Identify different types of sentences and their end punctuation.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 14 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist

		<ul style="list-style-type: none"> • Unit 5: Day 09 Peer Editing <ul style="list-style-type: none"> • Unit 5: Day 12 Using the Checklist <ul style="list-style-type: none"> • Unit 6: Day 10 Editing Checklist
EXPECTATION	1.L2-b.3.	Use of end punctuation correctly in writing. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2a: Day 08 Picture, Plan and Write <ul style="list-style-type: none"> • Unit 2a: Day 09 Exclamation! <ul style="list-style-type: none"> • Unit 2a: Day 10 Questions? <ul style="list-style-type: none"> • Unit 2a: Day 11 Voice Through Humor <ul style="list-style-type: none"> • Unit 2a: Day 14 Score with a Rubric <ul style="list-style-type: none"> • Unit 2b: Day 03 Thinking about Spelling <ul style="list-style-type: none"> • Unit 2b: Day 04 Remembering End Punctuation <ul style="list-style-type: none"> • Unit 2b: Day 05 Fluffy the Cat <ul style="list-style-type: none"> • Unit 2b: Day 14 Remembering the Focus Skills <ul style="list-style-type: none"> • Unit 4: Day 02 Prepositions <ul style="list-style-type: none"> • Unit 4: Day 03 Stating your Opinion <ul style="list-style-type: none"> • Unit 4: Day 04 Using Prepositions <ul style="list-style-type: none"> • Unit 4: Day 09 Writing with Prepositions <ul style="list-style-type: none"> • Unit 4: Day 10 The Best Thing to Do With a Friend <ul style="list-style-type: none"> • Unit 4: Day 11 Assessment Writing <ul style="list-style-type: none"> • Unit 5: Day 05 The Candy House <ul style="list-style-type: none"> • Unit 5: Day 07 Editing <ul style="list-style-type: none"> • Unit 5: Day 08 The Editing Checklist <ul style="list-style-type: none"> • Unit 5: Day 09 Peer Editing <ul style="list-style-type: none"> • Unit 5: Day 12 Using the Checklist <ul style="list-style-type: none"> • Unit 6: Day 10 Editing Checklist
EXPECTATION	1.L2-b.4.	Analyze writing models for correct punctuation. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2a: Day 08 Picture, Plan and Write <ul style="list-style-type: none"> • Unit 2a: Day 09 Exclamation! <ul style="list-style-type: none"> • Unit 2a: Day 10 Questions? <ul style="list-style-type: none"> • Unit 2a: Day 11 Voice Through Humor <ul style="list-style-type: none"> • Unit 2a: Day 14 Score with a Rubric

		<ul style="list-style-type: none"> • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 14 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use commas in dates and to separate single words in a series.
EXPECTATION	1.L2-c.1.	<p>Identify and define purpose of commas in text that contains dates or a series.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
EXPECTATION	1.L2-c.2.	Demonstrate the correct use of commas in writing.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>The "How To" Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Verb Tenses</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L2-d.2.	<p>Identify the spellings for frequently occurring irregular words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p>

EXPECTATION	1.L2-d.3.	<p>Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Learn More About Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>We Are Writers</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Sound Card Bingo</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 13 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Grows and Glows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell

		untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EXPECTATION	1.L2-e.2.	<p>Use sound-spelling correspondences to approximate the spelling of unknown words in writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Learn More About Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>We Are Writers</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Sound Card Bingo</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 13 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	1.L5-a.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	1.L5-a.1.	Identify commonalities and underlining concepts among groups of words. <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-b.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
EXPECTATION	1.L5-b.1.	Discuss key attributes of words to identify a category. <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-d.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – 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.
EXPECTATION	1.L5-d.2.	Identify synonyms for verbs and adjectives. <u>WritingCity</u> • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Grows and Grows • Unit 6: Day 07 Assessment Writing

		<ul style="list-style-type: none"> • Unit 6: Day 08 Finishing the Assessment
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	1.L6.	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).
EXPECTATION	1.L6.3.	Demonstrate the correct use of conjunctions in oral and written language (See CCSS L.1.1g). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3: Day 12 Adding a Conclusion <ul style="list-style-type: none"> • Unit 3: Day 13 Planning the Writing Assessment <ul style="list-style-type: none"> • Unit 3: Day 14 Informative/Explanatory Writing <ul style="list-style-type: none"> • Unit 4: Day 06 Reviewing the Focus Skills <ul style="list-style-type: none"> • Unit 4: Day 11 Assessment Writing

**Maryland College and Career-Ready Standards
Language Arts**

Grade: 2 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	2.RI4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
EXPECTATION	2.RI4.5.	Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases. (CCSS L.2.4e) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 Defining Nouns <ul style="list-style-type: none"> • Unit 3b: Day 03 Defining Nouns Part 2 <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	2.RF3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF3.e.1.	Identify and apply the rules for sound-spelling correspondences, including exceptions. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06 Possessive and Plural Nouns
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	2.W1-a.	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 – Introduce the topic or book they are writing about and state an opinion.
EXPECTATION	2.W1-a.1.	Apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book; gather information on a specific topic (See MD SLM 2-3 2A1); form an opinion based on prior knowledge and information provided. <u>WritingCity</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	2.W1-b.	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 – Supply reasons that support the opinion.
EXPECTATION	2.W1-b.3.	<p>Draft a paragraph or multiple paragraphs to support an opinion: Use reflexive pronouns (e.g., myself, ourselves) (CCSS L.2.1c); Produce complete simple and compound sentences (See CCSS L.2.1f); Use knowledge of language conventions when writing (See CCSS .2.L3).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Reflexive Pronouns</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Revising and Editing with a Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Peer Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Contractions</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising and Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Formal Writing Assessment: Revising and Editing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	2.W1-d.	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 – Provide a concluding statement or section.
EXPECTATION	2.W1-d.2.	<p>Apply the revising and editing stages of the writing process (See CSS W.2.5): Revise to verify a clear statement of opinion supported by a list of reasons; Add relevant details to strengthen writing; Expand and rearrange complete simple and compound sentences (See CCSS L.2.1f); Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L2.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Getting Ready to Write: Topics</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 06

		<p>Revising Checklist</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Checklist</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Revising with a Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Writing 2 Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Formal Writing Assessment: Scoring</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Revising and Editing with a Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Peer Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising and Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 15 <p>Formal Writing Assessment: Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Peer Revision</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Formal Writing Assessment: Revising</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using Temporal Words</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Formal Writing Assessment: Scoring with a Rubric</p>
EXPECTATION	2.W1-d.3.	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings (See CCSS L.2.2e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

		through the effective selection, organization, and analysis of content.
OBJECTIVE	2.W2-a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Introduce a topic.
EXPECTATION	2.W2-a.1.	Apply the prewriting stage of the writing process: identify the topic; establish or build upon a personal schema of a topic; gather facts and definitions from basic print or multimedia resources (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 Defining Nouns <ul style="list-style-type: none"> • Unit 3b: Day 03 Defining Nouns Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece <ul style="list-style-type: none"> • Unit 3b: Day 07 Practicing with Short and Long Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Planning <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 05 Research Resources <ul style="list-style-type: none"> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 <ul style="list-style-type: none"> • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	2.W2-b.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Use facts and definitions to develop points.
EXPECTATION	2.W2-b.2.	Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner (See CCSS W.2.6, and MD SLM 2-3 2B1.d). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 Defining Nouns <ul style="list-style-type: none"> • Unit 3b: Day 03 Defining Nouns Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece <ul style="list-style-type: none"> • Unit 3b: Day 07 Practicing with Short and Long Sentences

		<ul style="list-style-type: none"> • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
EXPECTATION	2.W2-b.3.	<p>Participate in shared research on a topic (See CCSS W.2.7).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	2.W2-c.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Provide a concluding statement or section.
EXPECTATION	2.W2-c.1.	<p>Use information presented and gathered to write an effective conclusion.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Writing Definitions</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Collective Nouns</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Research Resources</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>4 Paragraph Planning Sheet--Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>4 Paragraph Planning Sheet--Part 2</p>
EXPECTATION	2.W2-c.3.	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS L.2.2e)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	2.W3-a.	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 – Recount a well-elaborated event or short sequence of events.
EXPECTATION	2.W3-a.1.	<p>Apply the prewriting and planning stages of the writing process: identify an event or situation; identify characters and the problem; sequence the events in a logical order.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Traits: Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Traits: Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Traits: Voice</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Narrative Writing: Revising by Adding Details</p>

		<ul style="list-style-type: none"> • 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 / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	2.W3-b.	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 – Include details to describe actions, thoughts, and feelings.
EXPECTATION	2.W3-b.1.	Apply knowledge of story structure. <u>WritingCity</u> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>2.W3-b.2.</p>	<p>Include details that personalize the experience (thoughts, actions, and feelings) (See CCSS W.2.8); Produce complete simple and compound sentences (CCSS L.2.1f); Use adjectives and adverbs, and choose between them depending on what is to be modified (CCSS L.2.1e); Form and use frequently occurring irregular plural nouns (CCSS L.2.1b); Use knowledge of language conventions when writing (CCSS L.2.3).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 Traits: Voice • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 3a: Day 02 Plural Nouns • 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 2 • 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 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details

		<ul style="list-style-type: none"> • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 02 Collective Nouns • 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	2.W3-c.	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 – Use temporal words to signal event order.
EXPECTATION	2.W3-c.3.	<p>Write sentences in a meaningful order using temporal words to signal the sequence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 05 Traits: Sentence Fluency • 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 04 Narrative Writing: Revising for Sentence Fluency • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3a: Day 07

		<p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Varying Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Practicing with Short and Long Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Planning with a Story Strip Day 1</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Formal Writing Assessment: Revising</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using Temporal Words</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	2.W3-d.	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 – Provide a sense of closure.
EXPECTATION	2.W3-d.2.	<p>Apply the revision and editing stages of the writing process (See CCSS W.2.5): Revise to ensure that the elements of a narrative are incorporated; Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.2.1.1, 2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Getting Ready to Write: Topics</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Traits: Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Traits: Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Traits: Voice</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01

Narrative Writing: BME
• Unit 2: Day 02
Narrative Writing: Past Tense Verbs
• Unit 2: Day 03
Narrative Writing: Review Focus Skills
• Unit 2: Day 05
Narrative Writing: Revising by Adding Details
• Unit 2: Day 06
Narrative Writing: Revising to add Thoughts and Feelings
• Unit 2: Day 07
Narrative Writing: Adjectives and Adverbs
• Unit 2: Day 08
Narrative Writing: Temporal Words Day 1
• Unit 2: Day 09
Narrative Writing: Temporal Words Day 2
• Unit 2: Day 11
Narrative Writing: Formal Writing Assessment Day 1
• Unit 2: Day 12
Narrative Writing: Formal Writing Assessment Day 2
• Unit 3a: Day 05
Revising to Add Adjectives and Adverbs
• Unit 3a: Day 06
Revising Checklist
• Unit 3a: Day 07
Grows and Grows
• Unit 3a: Day 10
Revising Checklist
• Unit 3a: Day 13
Scoring with a Rubric
• Unit 3b: Day 03
Defining Nouns Part 2
• Unit 3b: Day 08
Revising with a Checklist
• Unit 3b: Day 09
Planning
• Unit 3b: Day 10
Writing 2 Paragraphs
• Unit 3b: Day 11
Editing
• Unit 3b: Day 15
Formal Writing Assessment: Revising and Editing
• Unit 3b: Day 16
Formal Writing Assessment: Scoring
• Unit 4: Day 04
Revising and Editing with a Checklist
• Unit 4: Day 05
Peer Revising
• Unit 4: Day 09
Revising and Editing
• Unit 4: Day 13
Formal Writing Assessment: Revising and Editing
• Unit 4: Day 15
Formal Writing Assessment: Scoring with a Rubric
• Unit 5: Day 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

		<ul style="list-style-type: none"> • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 08 Peer Revision • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
EXPECTATION	2.W3-d.3.	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS L.2.2e)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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 / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	2.W5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.
EXPECTATION	2.W5.1.	<p>See W1, W2, W3, and W7 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 13 Scoring with a Rubric • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 08 Revising with a Checklist • Unit 3b: Day 09 Planning

		<ul style="list-style-type: none"> • Unit 3b: Day 10 Writing 2 Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 11 Editing <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 3b: Day 16 Formal Writing Assessment: Scoring <ul style="list-style-type: none"> • Unit 4: Day 04 Revising and Editing with a Checklist <ul style="list-style-type: none"> • Unit 4: Day 05 Peer Revising <ul style="list-style-type: none"> • Unit 4: Day 09 Revising and Editing <ul style="list-style-type: none"> • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric <ul style="list-style-type: none"> • Unit 5: Day 07 Revising to Add Adjectives and Details <ul style="list-style-type: none"> • Unit 5: Day 08 Peer Revision <ul style="list-style-type: none"> • Unit 5: Day 11 Formal Writing Assessment: Revising <ul style="list-style-type: none"> • Unit 5: Day 12 Using Temporal Words <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	2.W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
EXPECTATION	2.W6.1.	<p>See W1, W2, W3, and W7 in CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 Publishing <ul style="list-style-type: none"> • Unit 4: Day 14 Formal Writing Assessment: Publishing <ul style="list-style-type: none"> • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing Assessment: Publishing
EXPECTATION	2.W6.3.	<p>Use technology to record and organize data/information (See MD SLM 2-3 3C1.f, MD TL 2 1A).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 Publishing <ul style="list-style-type: none"> • Unit 4: Day 14 Formal Writing Assessment: Publishing <ul style="list-style-type: none"> • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing Assessment: Publishing

EXPECTATION	2.W6.4.	<p>With guidance, use technology to present findings/conclusions in a variety of formats (See MD SLM 2-3 5A1.d).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Formal Writing Assessment: Publishing</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Formal Writing Assessment: Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing Assessment: Publishing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	2.W8.	Recall information from experiences or gather information from provided sources to answer a question.
EXPECTATION	2.W8.4.	<p>Record data/information in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Defining Nouns</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Practicing Planning a 2 Paragraph Piece</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Practicing with Short and Long Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Writing Definitions</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Collective Nouns</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Research Resources</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>4 Paragraph Planning Sheet--Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>4 Paragraph Planning Sheet--Part 2</p>
EXPECTATION	2.W8.5.	<p>With guidance and support, draw conclusions from the recorded data/information to create new understandings. (MD SLM 2-3 4B1.b)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Defining Nouns</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Practicing Planning a 2 Paragraph Piece</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Practicing with Short and Long Sentences</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 09 Planning <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 05 Research Resources <ul style="list-style-type: none"> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 <ul style="list-style-type: none"> • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	2.SL4.	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
EXPECTATION	2.SL4.3.	Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified (See CCSS L.2.1e). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 04 Traits: Voice <ul style="list-style-type: none"> • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs <ul style="list-style-type: none"> • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs <ul style="list-style-type: none"> • Unit 3a: Day 06 Revising Checklist <ul style="list-style-type: none"> • Unit 3a: Day 09 Write Informative Text Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 12 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 05 Adjectives <ul style="list-style-type: none"> • Unit 5: Day 06 Possessive and Plural Nouns <ul style="list-style-type: none"> • Unit 5: Day 07 Revising to Add Adjectives and Details <ul style="list-style-type: none"> • Unit 5: Day 09 Formal Writing Assessment: Planning <ul style="list-style-type: none"> • Unit 5: Day 10 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 04 Alliteration with Adjectives & Adverbs <ul style="list-style-type: none"> • Unit 6: Day 08 Formal Writing Assessment Part 1 <ul style="list-style-type: none"> • Unit 6: Day 09 Formal Writing Assessment Part 2

		<ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	2.SL5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION	2.SL5.3.	Use technology to record and organize data/information. (MD SLM 2-3 3 C1.f) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 4: Day 06 Publishing <ul style="list-style-type: none"> • Unit 4: Day 14 Formal Writing Assessment: Publishing <ul style="list-style-type: none"> • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing Assessment: Publishing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	2.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use collective nouns (e.g., group).
EXPECTATION	2.L1-a.1.	Identify and define collective nouns presented in a variety of texts. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 08 Formal Writing Assessment Part 1 <ul style="list-style-type: none"> • Unit 6: Day 09 Formal Writing Assessment Part 2 <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION	2.L1-a.2.	Distinguish between common, proper, and possessive, and collective nouns. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 08 Formal Writing Assessment Part 1 <ul style="list-style-type: none"> • Unit 6: Day 09 Formal Writing Assessment Part 2 <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION	2.L1-a.3.	Demonstrate the use of collective nouns in oral and written language.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Introducing the 2 Paragraph Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Collective Nouns</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Formal Writing Assessment Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	2.L1-b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L1-b.1.	<p>Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Plural Nouns</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Defining Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Collective Nouns</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	2.L1-c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L1-c.1.	<p>Identify and define reflexive pronouns in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Reflexive Pronouns</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Revising and Editing with a Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Peer Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Contractions</p>

		<ul style="list-style-type: none"> • 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
EXPECTATION	2.L1-c.2.	<p>Demonstrate the use of reflexive pronouns in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	2.L1-d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L1-d.1.	<p>Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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
EXPECTATION	2.L1-d.2.	<p>Form the past tense of frequently occurring irregular verbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02

		<p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Narrative Writing: Review Focus Skills Scavenger Hunt</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p>
EXPECTATION	2.L1-d.4.	<p>Analyze writing models for correct use of irregular verbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Narrative Writing: Review Focus Skills Scavenger Hunt</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	2.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	2.L1-e.1.	<p>Identify and define adjectives and adverbs in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Traits: Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Narrative Writing: Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Revising Checklist</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p>

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>2.L1-e.2.</p>	<p>Distinguish between adjectives and adverbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>2.L1-e.3.</p>	<p>Demonstrate the correct use of adjectives and adverbs in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Alliteration with Adjectives & Adverbs</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Formal Writing Assessment Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p>
<p>EXPECTATION</p>	<p>2.L1-e.4.</p>	<p>Strengthen writing by using adjectives and adverbs correctly to expand sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Traits: Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Narrative Writing: Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Revising Checklist</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Alliteration with Adjectives & Adverbs</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Formal Writing Assessment Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p>
<p>STRAND / TOPIC / STANDARD</p>	<p>MD.L.</p>	<p>Standards for Language (L)</p>
<p>TOPIC / INDICATOR</p>		<p>Conventions of Standard English</p>

INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	2.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Capitalize holidays, product names, and geographic names.
EXPECTATION	2.L2-a.2.	Demonstrate correct capitalization of holidays, product names, and geographic names in writing. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
EXPECTATION	2.L2-a.3.	Analyze writing models for correct capitalization. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	2.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use commas in greetings and closings of letters.
EXPECTATION	2.L2-b.1.	Identify the components of a letter. <u>WritingCity</u> • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment

		<ul style="list-style-type: none"> • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
EXPECTATION	2.L2-b.2.	<p>Demonstrate the correct use of commas when writing letters (correspondence).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 10 Writing a Letter <ul style="list-style-type: none"> • Unit 4: Day 11 Formal Writing Assessment: Planning <ul style="list-style-type: none"> • Unit 4: Day 12 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	2.L2-c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L2-c.2.	<p>Demonstrate correct formation and use of contractions and possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 Traits: Conventions <ul style="list-style-type: none"> • Unit 3a: Day 08 Write Informative Text Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 09 Write Informative Text Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 12 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 08 Contractions <ul style="list-style-type: none"> • Unit 4: Day 09 Revising and Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Formal Writing Assessment: Planning <ul style="list-style-type: none"> • Unit 4: Day 12 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 5: Day 06 Possessive and Plural Nouns <ul style="list-style-type: none"> • Unit 5: Day 07 Revising to Add Adjectives and Details <ul style="list-style-type: none"> • Unit 5: Day 09 Formal Writing Assessment: Planning <ul style="list-style-type: none"> • Unit 5: Day 10 Formal Writing Assessment
EXPECTATION	2.L2-c.3.	<p>Analyze writing models for correct use and formation of contractions and possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 Traits: Conventions <ul style="list-style-type: none"> • Unit 3a: Day 08 Write Informative Text Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 09

		<p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Contractions</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising and Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	2.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).
EXPECTATION	2.L2-d.2.	<p>Demonstrate use of learned spelling patterns when writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Narrative Writing: Temporal Words Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	2.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
EXPECTATION	2.L2-e.1.	<p>Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Editing</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION	2.L2-e.2.	Strengthen writing by using reference materials when drafting and editing. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 09 Planning <ul style="list-style-type: none"> • Unit 3b: Day 11 Editing <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5-b.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EXPECTATION	2.L5-b.1.	Identify synonyms for given verbs and adjectives. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 04 Traits: Voice <ul style="list-style-type: none"> • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs <ul style="list-style-type: none"> • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs <ul style="list-style-type: none"> • Unit 3a: Day 06 Revising Checklist <ul style="list-style-type: none"> • Unit 3a: Day 09 Write Informative Text Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 12 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 05 Adjectives <ul style="list-style-type: none"> • Unit 5: Day 06 Possessive and Plural Nouns <ul style="list-style-type: none"> • Unit 5: Day 07 Revising to Add Adjectives and Details <ul style="list-style-type: none"> • Unit 5: Day 09 Formal Writing Assessment: Planning <ul style="list-style-type: none"> • Unit 5: Day 10 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 04 Alliteration with Adjectives & Adverbs <ul style="list-style-type: none"> • Unit 6: Day 08

		<p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Formal Writing Assessment Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p>
EXPECTATION	2.L5-b.3.	<p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases. (CCSS L.2.4e)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Defining Nouns</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Writing Definitions</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Collective Nouns</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	<p>Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
OBJECTIVE	2.L6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
EXPECTATION	2.L6.3.	<p>Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS L.2.1e)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Traits: Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Narrative Writing: Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Revising Checklist</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Alliteration with Adjectives & Adverbs</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Formal Writing Assessment Part 1</p>

		<ul style="list-style-type: none"> • Unit 6: Day 09 Formal Writing Assessment Part 2 <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
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**Maryland College and Career-Ready Standards
Language Arts**

Grade: 3 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	3.RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION	3.RL1.1.	<p>Apply appropriate strategies before reading, viewing, or listening to a text: preview and survey the text; access prior knowledge about the text; formulate purpose-setting questions; make predictions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response Writing <ul style="list-style-type: none"> • Unit 2: Day 17 Off to the RACES <ul style="list-style-type: none"> • Unit 2: Day 18 Writers Respond to Questions and Prompts <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread, Respond and Score <ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond and Score <ul style="list-style-type: none"> • Unit 5: Day 18 Activate Thinking in Traditional Literature <ul style="list-style-type: none"> • Unit 5: Day 19 Responses to Text: Comparing Morals <ul style="list-style-type: none"> • Unit 5: Day 20 Responses to Text: Comparing Morals
EXPECTATION	3.RL1.2.	<p>Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response Writing <ul style="list-style-type: none"> • Unit 2: Day 17 Off to the RACES <ul style="list-style-type: none"> • Unit 2: Day 18 Writers Respond to Questions and Prompts <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread, Respond and Score <ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond and Score <ul style="list-style-type: none"> • Unit 5: Day 18 Activate Thinking in Traditional Literature <ul style="list-style-type: none"> • Unit 5: Day 19 Responses to Text: Comparing Morals <ul style="list-style-type: none"> • Unit 5: Day 20 Responses to Text: Comparing Morals

EXPECTATION	3.RL1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain the main idea (explicit or inferred) of the text; summarize the text (See CCSS RL.4.2; SL.3.4-6); identify what is directly stated in the text; draw inferences and conclusions from the text; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 <p>Activate Thinking in Traditional Literature</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p>
EXPECTATION	3.RL1.4.	<p>Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 5: Day 18 <p>Activate Thinking in Traditional Literature</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	3.RL2.	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.
EXPECTATION	3.RL2.2.	<p>Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing (See CCSS RL.4.2; W.4.9; SL.3.4, 6): Differentiate between key and minor details and events from the beginning, middle, and end of a literary text (See CCSS RI.3.2); Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events); Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect (See CCSS RI.3.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 <p>Activate Thinking in Traditional Literature</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p>
EXPECTATION	3.RL2.3.	<p>Analyze details and events in a literary text to determine a message, lesson, or moral: Differentiate between a main idea and a central</p>

		<p>message, lesson, or moral; Connect appropriate key details to determine how the author conveys a message, lesson, or moral (See CCSS W.3.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 <p>Activate Thinking in Traditional Literature</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	3.RL3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
EXPECTATION	3.RL3.1.	<p>Draw conclusions and make inferences about characters, referring to the text for support.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>
EXPECTATION	3.RL3.2.	<p>Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION	3.RL4.6.	<p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS L.3.5c)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Voice and Word Choice</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Uno, Dos, Traits</p>
EXPECTATION	3.RL4.7.	<p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in context. (CCSS L.3.4d)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06

		<p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glow and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	3.RL6.	Distinguish their own point of view from that of the narrator or those of the characters.
EXPECTATION	3.RL6.1.	<p>Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>
EXPECTATION	3.RL6.2.	<p>Analyze characters and distinguish them from the narrator.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	3.RL7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
EXPECTATION	3.RL7.2.	<p>Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RL10.	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.
EXPECTATION	3.RL10.2.	Demonstrate understanding of assigned literary texts of steadily increasing complexity.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	3.RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION	3.RI1.1.	<p>Apply appropriate strategies before reading, viewing, or listening to a text: preview and survey the text; access prior knowledge about the text; formulate purpose-setting questions; make predictions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p>
EXPECTATION	3.RI1.2.	<p>Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p>
EXPECTATION	3.RI1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain the main idea (explicit or inferred) of the text; summarize the text (See CCSS RL.4.2; SL.3.4, 6); identify what is directly stated in the text;</p>

		<p>draw inferences and conclusions from the text; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p>
EXPECTATION	3.RI1.4.	<p>Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p>
EXPECTATION	3.RI1.5.	<p>Select relevant textual evidence when responding either orally or in writing to text-specific questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	3.RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
EXPECTATION	3.RI2.1.	<p>Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts
EXPECTATION	3.RI2.2.	Determine the main idea of individual paragraphs or selections of a text either by identifying explicitly stated ideas or inferring implied ideas. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts
EXPECTATION	3.RI2.3.	Connect explicitly stated or inferred ideas from across the text to determine a main idea. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts
EXPECTATION	3.RI2.4.	Differentiate key details in an informational text from minor details (See CCSS RL.3.2). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts
EXPECTATION	3.RI2.5.	Paraphrase key details or information. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts

EXPECTATION	3.RI.2.7.	<p>Explain how key details, including those found in text features, support the main idea.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Text Feature</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	3.RI.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
EXPECTATION	3.RI.3.1.	<p>Connect and explain types of relationships, including chronology, sequence, cause/effect (See CCSS RL.3.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p>
EXPECTATION	3.RI.3.2.	<p>Apply content knowledge to determine relationships in an informational text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p>
EXPECTATION	3.RI.3.3.	<p>Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p>

EXPECTATION	3.RI3.5.	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect (See CCSS L.3.6). <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
EXPECTATION	3.RI4.4.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS L.3.4d; See MD TL 3 3C.) <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
EXPECTATION	3.RI4.7.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS L.3c) <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	3.RI5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
EXPECTATION	3.RI5.1.	Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. <u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response

		<ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response
EXPECTATION	3.RI5.2.	<p>Explain how text features clarify the information in the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 Nonfiction Text Feature <ul style="list-style-type: none"> • Unit 3b: Day 15 3-2-1- Highlight! <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response
EXPECTATION	3.RI5.4.	<p>Use academic and domain-specific vocabulary when discussing or writing about text features (See CCSS L.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 Nonfiction Text Feature <ul style="list-style-type: none"> • Unit 3b: Day 15 3-2-1- Highlight! <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	3.RI6.	Distinguish their own point of view from that of the author of a text.
EXPECTATION	3.RI6.5.	<p>Use academic and domain-specific vocabulary when discussing or writing about text features (See CCSS L.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 Nonfiction Text Feature <ul style="list-style-type: none"> • Unit 3b: Day 15 3-2-1- Highlight! <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	3.RI7.	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).
EXPECTATION	3.RI7.1.	<p>Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.</p>

		<u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response
EXPECTATION	3.RI7.2.	See CCSS W.3.7-8 in the CCSC Framework for further application. <u>WritingCity</u> • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	3.RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
EXPECTATION	3.RI8.1.	Explain basic relationships, including comparison, cause/effect, sequence. <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two
EXPECTATION	3.RI8.2.	Explain the relationships between the ideas and information in sentences and/or paragraphs. <u>WritingCity</u> • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	3.RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
EXPECTATION	3.RI9.1.	Differentiate the main points from less important points in two texts on the same topic. <u>WritingCity</u> • Unit 3b: Day 16 Vocabulary in a Text

		<ul style="list-style-type: none"> • 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
EXPECTATION	3.RI9.2.	<p>Differentiate the key details from less important details in two texts on the same topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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
EXPECTATION	3.RI9.3.	<p>Explain the similarities and differences between the main points and key details in two texts on the same topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
EXPECTATION	3.RI10.1.	<p>Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts
EXPECTATION	3.RI10.2.	<p>Demonstrate understanding of assigned informational texts of steadily increasing complexity.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	3.RF4.c.2.	Use context clues, sentence structure, and visual clues to guide self-correction.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	3.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
EXPECTATION	3.W1-a.1.	<p>Apply the prewriting and planning stages of the writing process: gather information on a specific topic (See MD SLM 2-3 2A1, as needed); paraphrase when taking notes from sources (See MD SLM 2-3 4A); generate a point of view or opinion; brainstorm reasons that support the point of view or opinion (See CCSS W.3.4, W.3.5, W.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Opinions and Advertising</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.W1-a.2.	<p>Draft an introduction that: establishes the focus with a topic sentence; orients the reader to the topic or text; states a point of view or opinion; anticipates an organizational structure (e.g., one or more paragraphs, as appropriate) (See CCSS W.3.4, W.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Persuasion Game</p> <ul style="list-style-type: none"> • Unit 4: Day 02

		<p>What is Opinion Writing?</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	3.W1-b.	Write opinion pieces on topics or texts, supporting a point of view with reasons – Provide reasons that support the opinion.
EXPECTATION	3.W1-b.1.	<p>Differentiate among reasons, opinion(s), and facts.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Opinions and Advertising</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p>
EXPECTATION	3.W1-b.2.	<p>Organize reasons to best support an opinion (e.g., least to most important, most to least important).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Persuasion Game</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What is Opinion Writing?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Opinions and Advertising</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p>

EXPECTATION	3.W1-b.3.	<p>Draft the body to support an opinion or point of view through effective organization of reasons (See CCSS W.3.4, W.3.6): Establish the focus of the paragraph/each paragraph with a topic sentence; Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance); Use coordinating and subordinating conjunctions (CCSS L.3.1h); Produce simple, compound, and complex sentences (CCSS L.3.1i); Use commas in addresses (CCSS L.3.2b).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>6 Traits: Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 1: Day 09 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Score and Organize</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Becoming Authorities</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Uno, Dos, Traits</p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Persuasion Game</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What is Opinion Writing?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Opinions and Advertising</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	3.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons – Provide a concluding statement or section.
EXPECTATION	3.W1-d.1.	<p>Draft a conclusion that paraphrases the opinion or point of view (See CCSS W.3.4, W.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p>

		<ul style="list-style-type: none"> • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
EXPECTATION	3.W1-d.2.	<p>Apply the revision and editing stages of the writing process (See CCSS W.3.5, W.3.6) – Revise to: ensure a clear statement of opinion supported by a list of reasons, choose words and phrases for effect (See CCSS L.3.3a); Edit to correct errors in: the use of linking words and phrases (See CCSS W.3.1c), regular and irregular plural nouns and regular and irregular verbs (See CCSS L.3.1b, d), subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f), capitalization in titles (See CCSS L.3.2a), conventional spelling of high-frequency words (See CCSS L.3.2e); Consult reference materials and spelling patterns and generalizations to check and correct spellings (CCSS L.3.2f, g).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • 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
EXPECTATION	3.W1-d.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15 Publishing with Technology
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W2-a.1.	<p>Apply the prewriting stage of the writing process: gather information on a topic (See MD SLM 2-3 2A1, as needed); paraphrase when taking notes from sources; group information by topic or idea; identify, select, and/or create supportive text features, as necessary (See CCSS W.3.4, W.3.5, W.3.6, W.3.7).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04

		<p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, and details.
EXPECTATION	3.W2-b.1.	<p>Differentiate between a fact and an opinion.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Narrative vs. Non-Narrative</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Wrap-Up Conclusions</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Score and Organize</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Teacher Modeling and Planning</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Facts, Definitions, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>Linking and Transition Words</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Voice and Word Choice</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Revisiting Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning Sheets</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Revising with A.R.M.S</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p>

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>3.W2-b.3.</p>	<p>Draft the body to examine a topic with well-organized facts, definitions, and details (See CCSS W.3.4, W.3.6): Use coordinating and subordinating conjunctions (CCSS L.3.1h); Produce simple, compound, and complex sentences (CCSS L.3.1i); Recognize and observe differences between the conventions of spoken and written standard English (CCSS L.3.3b).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 Revising--Glows and Grows • 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

		<p>Revisiting Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Uno, Dos, Traits</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning Sheets</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Revising with A.R.M.S</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glow and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
EXPECTATION	3.W2-c.1.	<p>Organize information by categories and correctly link ideas within each category.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Narrative vs. Non-Narrative</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Paragraphs and Linking Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Wrap-Up Conclusions</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Score and Organize</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Teacher Modeling and Planning</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p>

		<ul style="list-style-type: none"> • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • 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 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 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 / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section.
EXPECTATION	3.W2-d.1.	<p>Draft a conclusion that draws inferences or conclusions from the information presented (See CCSS W.3.4, W.3.6).</p> <p>WritingCity</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>3.W2-d.2.</p>	<p>Apply the revision and editing stages of the writing process (See CCSS W.3.5, W.3.6) – Revise to: ensure a clear statement of the topic and clearly conveyed ideas and information, choose words and phrases for effect (CCSS L.4.3a); Edit to correct errors in: the use of linking words and phrases (See CCSS W.3.1c), regular and irregular plural nouns and regular and irregular verbs (See CCSS L.3.1b, d), subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f), conventional spelling of high-frequency words (See CCSS L.3.2e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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 03 Facts, Definitions, and Details • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 05 Voice and Word Choice • 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

		<ul style="list-style-type: none"> • Unit 6: Day 06 Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 08 5 Square Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 09 Planning Continued <ul style="list-style-type: none"> • Unit 6: Day 10 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 11 Just Keep Writing <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric
EXPECTATION	3.W2-d.3.	<p>Consult reference materials and spelling patterns and generalizations to check and correct spellings (See CCSS 3L.3.2f, g).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 Editing--Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 13 Editing and Scoring <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring <ul style="list-style-type: none"> • Unit 5: Day 17 Editing Fables
EXPECTATION	3.W2-d.4.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15 Publishing with Technology
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	3.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W3-a.1.	<p>Apply the prewriting stage of the writing process, e.g., select and narrow an event or situation; identify the characters and the problem; order the events by sequence (See CCSS W.3.4, W.3.5, W.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 6 Traits: Ideas <ul style="list-style-type: none"> • Unit 1: Day 03 6 Traits: Organization <ul style="list-style-type: none"> • Unit 2: Day 04 Using Dialogue to Develop Characters <ul style="list-style-type: none"> • Unit 2: Day 05 Sequencing and Linking Words <ul style="list-style-type: none"> • Unit 2: Day 06

		<p>Writing with Emotion</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Writing the Whole Story</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>How to Bait a Reader</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Catchy Closures</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing From Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>What is a Fable?</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Fable Beginnings</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Fable Planning: Talk it Out</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Linking and Transition Words</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Score, Plan, & Talk!</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Score, Plan, & Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	3.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
EXPECTATION	3.W3-b.1.	<p>Draft the body using a plausible sequence of events and effective descriptions of characters (See CCSS W.3.4, W.3.6); Apply knowledge of characterization (See CCSS RL.3.3); Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.) (See CCSS RL.3.5); Form and use the simple verb tenses (See CCSS L.3.1e); Form and use comparative and superlative adjectives and adverbs (See CCSS L.3.1g); Use commas and quotation marks in dialogue (CCSS L.3.2c); Form and use possessives (CCSS L.3.2d).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>6 Traits: Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>6 Traits: Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Dialogue=Detail</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Sequencing and Linking Words</p> <ul style="list-style-type: none"> • Unit 2: Day 06

		<p>Writing with Emotion • Unit 2: Day 07</p> <p>Writing the Whole Story • Unit 2: Day 08</p> <p>Planning • Unit 2: Day 09</p> <p>How to Bait a Reader • Unit 2: Day 10</p> <p>Catchy Closures • Unit 2: Day 12</p> <p>Writing From Experience • Unit 2: Day 14</p> <p>Revising--Glows and Grows • Unit 3a: Day 01</p> <p>Informational Writing • Unit 3a: Day 02</p> <p>Paragraphing and Structure • Unit 3a: Day 03</p> <p>Narrative vs. Non-Narrative • Unit 3a: Day 05</p> <p>Introductions and Topic Sentences • Unit 3a: Day 06</p> <p>Paragraphs and Linking Words • Unit 3a: Day 10</p> <p>Teacher Modeling and Planning • Unit 3a: Day 11</p> <p>Special Place • Unit 3a: Day 12</p> <p>Revising with A.R.M.S. • Unit 3a: Day 13</p> <p>Editing and Scoring • Unit 3b: Day 02</p> <p>Becoming Experts • Unit 3b: Day 03</p> <p>Facts, Definitions, and Details • Unit 3b: Day 05</p> <p>Voice and Word Choice • Unit 3b: Day 06</p> <p>Introductions • Unit 3b: Day 08</p> <p>Uno, Dos, Traits • Unit 3b: Day 09</p> <p>Planning Sheets • Unit 3b: Day 10</p> <p>Formal Writing Assessment • Unit 3b: Day 11</p> <p>Revising with A.R.M.S • Unit 3b: Day 12</p> <p>Editing Checklist • Unit 4: Day 11</p> <p>Editing and Scoring • Unit 5: Day 02</p> <p>What is a Fable? • Unit 5: Day 03</p> <p>Planning Wheels • Unit 5: Day 04</p> <p>Fables and Focus • Unit 5: Day 07</p> <p>Fable Beginnings • Unit 5: Day 08</p> <p>Fable Planning: Talk it Out • Unit 5: Day 09</p> <p>Linking and Transition Words • Unit 5: Day 10</p> <p>Possessives and Plurals, Oh My!</p>
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		<ul style="list-style-type: none"> • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 17 Editing Fables • 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	3.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a sense of closure.
EXPECTATION	3.W3-d.1.	<p>Draft a conclusion that provides an ending to the narrative (See CCSS W.3.4, W.3.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • 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 • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06

		<p>Moral of the Lesson</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Fable Planning: Talk it Out</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p>
<p>EXPECTATION</p>	<p>3.W3-d.2.</p>	<p>Apply the revision and editing stages of the writing process to the narrative piece (See CCSS W.3.4, W.3.6) – Revise to: ensure that characters and events are clearly described (See CCSS RL.3.3), ensure that the narrative is organized chronologically and has a clear beginning, middle, and end (See CCSS RL.3.5), choose words and phrases for effect and for precision (See CCSS L.3.1c, L.3.3a, L.3.5c); Edit to correct errors in: temporal words and phrases (See CCSS W.3.3c), formation and use of simple verb tenses (See CCSS L.3.1e), subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f), punctuation of dialogue (See CCSS L.3.2c), formation and use possessives (CCSS L.3.2d), conventional spelling of high-frequency words (See CCSS L.3.2e); Consult reference materials and spelling patterns and generalizations to check and correct spellings (See CCSS L.3.2f, g).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Getting Ready to Write: Topics</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>6 Traits: Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>6 Traits: Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Sequencing and Linking Words</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>Writing with Emotion</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Writing the Whole Story</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>How to Bait a Reader</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Catchy Closures</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>The 6 Traits Rubric</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing From Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 13 <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p>

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

		<p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 15 <p>Scoring Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 16 <p>Revising Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Reflection and Celebration</p>
EXPECTATION	3.W3-d.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, SL5, SL6; MD SLM 2-3: 5A1; MD TL 3 3B1, 4B1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Publishing with Technology</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
OBJECTIVE	3.W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION	3.W4.1.	<p>See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p>

		<ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 11 Special Place • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

OBJECTIVE	3.W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
EXPECTATION	3.W5.1.	<p>See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response

		<ul style="list-style-type: none"> • 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 Glow and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	3.W6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
EXPECTATION	3.W6.1.	See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 5 of CCSC Framework for specific application. <u>WritingCity</u> • Unit 6: Day 15 Publishing with Technology
EXPECTATION	3.W6.2.	Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” (10-11) <u>WritingCity</u> • Unit 6: Day 15 Publishing with Technology
EXPECTATION	3.W6.4.	Use technology to enhance learning. (MD TL 3 2B1, 2B2, 2B2, 2B3, 3A1, 3B1, 3C1) <u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response
EXPECTATION	3.W6.5.	Use technology for communication. (MD TL 3 4A1, 4A2; MD SLM 2-3 4A2) <u>WritingCity</u> • Unit 6: Day 15 Publishing with Technology
EXPECTATION	3.W6.6.	Use technology to collaborate and to express ideas. (MD TL 3 3B1, 4B1) <u>WritingCity</u> • Unit 6: Day 15 Publishing with Technology
EXPECTATION	3.W6.7.	Use technology to locate, evaluate, and gather information and/or data. (MD TL 3 5A1; MD SLM 3 C1) <u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03

		<p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.W6.8.	<p>Use and evaluate technology tools to organize information. (MD TL 3 4B1, 5B1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Publishing with Technology</p>
EXPECTATION	3.W6.9.	<p>Use technology to develop strategies to solve problems and make informed decisions. (MD TL 3 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 3 4B1, 5A1, 5A2)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Text Feature</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	3.W7.	Conduct short research projects that build knowledge about a topic.
EXPECTATION	3.W7.5.	<p>Locate and select sources to meet the information need. (MD SLM 2-3 2B1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10

		<p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.W7.7.	<p>Find data and/or information within a variety of sources. (MD SLM 2-3 3A1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.W7.10.	<p>Share findings and/or conclusions. (MD SLM 2-3 5A2; MD TL 3 6A5)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	3.W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

<p>EXPECTATION</p>	<p>3.W8.2.</p>	<p>Find data and/or information within a variety of sources. (MD SLM 2-3 3A1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
<p>EXPECTATION</p>	<p>3.W8.3.</p>	<p>Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 2-3 3C1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
<p>EXPECTATION</p>	<p>3.W8.5.</p>	<p>Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 2-3 4A1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p>

		<ul style="list-style-type: none"> • Unit 6: Day 10 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric
EXPECTATION	3.W8.6.	Sort evidence into specified categories. (MD SLM 2-3 4A2) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 6: Day 02 Searching the Internet <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 08 5 Square Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 10 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	3.W10.	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.
EXPECTATION	3.W10.1.	Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 08 Getting Ready for Writing <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response Writing <ul style="list-style-type: none"> • Unit 2: Day 17 Off to the RACES <ul style="list-style-type: none"> • Unit 2: Day 18 Writers Respond to Questions and Prompts <ul style="list-style-type: none"> • Unit 2: Day 19 Using the Checklist <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread, Respond and Score <ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond and Score <ul style="list-style-type: none"> • Unit 3a: Day 01 Informational Writing <ul style="list-style-type: none"> • Unit 3a: Day 05 Introductions and Topic Sentences <ul style="list-style-type: none"> • Unit 3a: Day 11 Special Place <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 17

		<p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>What is a Fable?</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Editing for Capitals</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glow and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	3.SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
EXPECTATION	3.SL4.1.	With guidance, select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic (See MD SLM 2-3 2 B1.d). <u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature

		<ul style="list-style-type: none"> • 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 / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	3.SL5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
EXPECTATION	3.SL5.1.	<p>With guidance, create, organize, and display information in a variety of formats, including the use of technology (See MD SLM 2-3 5 A1.a).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use regular and irregular plural nouns.
EXPECTATION	3.L1-b.1.	Identify and define regular and irregular plural nouns in text presented in a variety of formats.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Real Narrative</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.L1-b.2.	<p>Distinguish between regular and irregular plural nouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Real Narrative</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.L1-b.3.	<p>Apply the correct form and use of regular and irregular plural nouns in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Real Narrative</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
EXPECTATION	3.L1-b.4.	<p>Analyze writing models for correct use of regular and irregular plural nouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Real Narrative</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use abstract nouns (e.g., childhood).
EXPECTATION	3.L1-c.1.	Identify and define abstract nouns in text presented in a variety of formats. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
EXPECTATION	3.L1-c.2.	Distinguish between types of nouns, e.g., abstract, common. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
EXPECTATION	3.L1-c.3.	Demonstrate the use of abstract nouns in oral and written language. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
EXPECTATION	3.L1-c.4.	Analyze writing models for correct use of abstract nouns. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01 Real Narrative • Unit 6: Day 09 Planning Continued
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use regular and irregular verbs.
EXPECTATION	3.L1-d.1.	Identify and define regular and irregular verbs in text presented in a variety of formats. <u>WritingCity</u> • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words
EXPECTATION	3.L1-d.3.	Analyze writing models for correct use of verb tenses.

		<u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 5: Day 04 Fables and Focus
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
EXPECTATION	3.L1-e.3.	Analyze writing models for correct use of verb tenses. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 5: Day 04 Fables and Focus
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION	3.L1-f.1.	Identify subjects and verbs in sentences. <u>WritingCity</u> • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words
EXPECTATION	3.L1-f.2.	Recognize connection between subjects/verbs, i.e., singular subjects with singular verbs and plural subjects with plural verbs. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm
EXPECTATION	3.L1-f.3.	Recognize agreement between pronouns and antecedents. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm
EXPECTATION	3.L1-f.4.	Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing.

		<u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm
EXPECTATION	3.L1-f.5.	Analyze writing models for correct subject-verb and pronoun-antecedent agreement. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	3.L1-g.1.	Identify and explain the difference between comparative and superlative. <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
EXPECTATION	3.L1-g.2.	Identify the correct modifier for given sentences. <u>WritingCity</u> • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
EXPECTATION	3.L1-g.3.	Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language. <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits

EXPECTATION	3.L1-g.4.	Analyze writing models for correct use of comparatives and superlatives. <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-h.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use coordinating and subordinating conjunctions.
EXPECTATION	3.L1-h.1.	Distinguish between coordinating and subordinating conjunctions. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 Revising--Glows 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-i.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce simple, compound, and complex sentences.
EXPECTATION	3.L1-i.3.	Strengthen writing by revising to use a variety of sentence types. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 Revising--Glows 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

		<ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Capitalize appropriate words in titles.
EXPECTATION	3.L2-a.1.	<p>Explain the rules for capitalization of titles.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 07 Revisiting Conclusions <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric <ul style="list-style-type: none"> • Unit 4: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring <ul style="list-style-type: none"> • Unit 5: Day 11 Editing for Capitals <ul style="list-style-type: none"> • Unit 5: Day 12 Score, Plan, & Talk! <ul style="list-style-type: none"> • Unit 5: Day 17 Editing Fables
EXPECTATION	3.L2-a.2.	<p>Identify appropriate words to capitalize in given titles.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 07 Revisiting Conclusions <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric <ul style="list-style-type: none"> • Unit 4: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring <ul style="list-style-type: none"> • Unit 5: Day 11 Editing for Capitals <ul style="list-style-type: none"> • Unit 5: Day 12 Score, Plan, & Talk! <ul style="list-style-type: none"> • Unit 5: Day 17 Editing Fables
EXPECTATION	3.L2-a.3.	<p>Analyze writing models for correct capitalization.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 07 Revisiting Conclusions <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric <ul style="list-style-type: none"> • Unit 4: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring <ul style="list-style-type: none"> • Unit 5: Day 11

		Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use commas in addresses.
EXPECTATION	3.L2-b.1.	Identify and demonstrate rules for placement of commas in addresses. <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
EXPECTATION	3.L2-b.2.	Analyze and edit writing for the correct use of commas. <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use commas and quotation marks in dialogue.
EXPECTATION	3.L2-c.1.	Recognize and explain the purpose of direct dialogue in text. <u>WritingCity</u> • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 5: Day 04 Fables and Focus • Unit 5: Day 17 Editing Fables
EXPECTATION	3.L2-c.2.	Identify capitalization rules for dialogue. <u>WritingCity</u> • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 5: Day 04 Fables and Focus • Unit 5: Day 17 Editing Fables
EXPECTATION	3.L2-c.3.	Demonstrate correct placement of commas and quotation marks in dialogue. <u>WritingCity</u> • Unit 2: Day 03

		<p>Dialogue=Detail</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Fables and Focus</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>
EXPECTATION	3.L2-c.4.	<p>Analyze writing models for the correct use of punctuation in dialogue.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Dialogue=Detail</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Fables and Focus</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Form and use possessives.
EXPECTATION	3.L2-d.1.	<p>Recognize and distinguish between contractions and possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Score, Plan, & Talk!</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>
EXPECTATION	3.L2-d.2.	<p>Strengthen writing by revising to include appropriate use of possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Score, Plan, & Talk!</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	3.L2-e.2.	Modify spelling of base words as needed when adding inflectional endings and suffixes. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing--Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 09 Score and Brainstorm <ul style="list-style-type: none"> • Unit 3a: Day 13 Editing and Scoring <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring
EXPECTATION	3.L2-e.3.	Use word processing prompts when appropriate to correct spelling of grade-appropriate words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 6: Day 15 Publishing with Technology
EXPECTATION	3.L2-e.4.	Analyze writing models for correct spelling of high-frequency words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing--Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 09 Score and Brainstorm <ul style="list-style-type: none"> • Unit 3a: Day 13 Editing and Scoring <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
EXPECTATION	3.L2-f.1.	Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Score and Brainstorm</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p>
EXPECTATION	3.L2-f.2.	<p>Apply knowledge of syllable types to spell multisyllabic words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Score and Brainstorm</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p>
EXPECTATION	3.L2-f.3.	<p>Use word processing prompts when appropriate to demonstrate correct spelling of grade-appropriate words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Publishing with Technology</p>
EXPECTATION	3.L2-f.4.	<p>Analyze writing models for correct spelling.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Score and Brainstorm</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
EXPECTATION	3.L2-g.1.	Identify the purpose of a variety of reference materials both print and digital.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>
EXPECTATION	3.L2-g.2.	<p>Demonstrate use of print and digital reference materials correctly to check and correct spellings.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>
EXPECTATION	3.L2-g.4.	<p>Use word processing prompts when appropriate to correct spelling.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Publishing with Technology</p>
EXPECTATION	3.L2-g.5.	<p>Analyze writing models for correct spelling.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Editing Checklist</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	3.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose words and phrases for effect.
EXPECTATION	3.L3-a.1.	<p>Recognize and use figurative language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p>

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	3.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Recognize and observe differences between the conventions of spoken and written standard English.
EXPECTATION	3.L3-b.2.	Demonstrate conventions of spoken and written English in conversations and writing. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing--Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 09 Score and Brainstorm <ul style="list-style-type: none"> • Unit 3a: Day 13 Editing and Scoring <ul style="list-style-type: none"> • Unit 3b: Day 12 Editing Checklist <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	3.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	3.L4-a.2.	Access and connect prior knowledge and experiences to determine the meaning of words and phrases. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two
EXPECTATION	3.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	3.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
EXPECTATION	3.L4-d.1.	Identify and explain purpose of glossaries and beginning dictionaries, both print and digital. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric
EXPECTATION	3.L4-d.2.	Use key words and text features to help find information within a specific source (See MD SLM 2-3 3 A1.a). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 14 Nonfiction Text Feature <ul style="list-style-type: none"> • Unit 3b: Day 15 3-2-1- Highlight! <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	3.L6.	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).
EXPECTATION	3.L6.1.	Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 06 Writing with Emotion <ul style="list-style-type: none"> • Unit 2: Day 14 Revising--Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 04 Voice <ul style="list-style-type: none"> • Unit 3a: Day 11

		<p>Special Place</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Voice and Word Choice</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Introductions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning Sheets</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Revising with A.R.M.S</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Action Words</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Fable Beginnings</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 15 <p>Scoring Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 16 <p>Revising Fables</p>
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Maryland College and Career-Ready Standards

Language Arts

Grade: 4 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	4.RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	4.RL1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.4.4-6; MD SLM 4-5 4A2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20

		<p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p>
EXPECTATION	4.RL1.5.	<p>Select only relevant textual evidence when responding either orally or in writing to text-specific questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	4.RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION	4.RL2.2.	<p>Analyze details about characters, setting, and plot in a literary text to infer a theme: Differentiate between a topic and a theme; Differentiate between a literary theme and a message, lesson, or moral; Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20

		<p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Dialogue and Punctuation</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	4.RL3.	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).
EXPECTATION	4.RL3.1.	<p>Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Dialogue and Punctuation</p>
EXPECTATION	4.RL3.2.	<p>Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Dialogue and Punctuation</p>
EXPECTATION	4.RL3.3.	Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood).

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Dialogue and Punctuation</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RL4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
EXPECTATION	4.RL4.3.	<p>Explain the meaning of figurative language, including simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS L.4.5a)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 09 <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p>
EXPECTATION	4.RL4.6.	<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Glow and Grow - Part 2</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	4.RL7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
EXPECTATION	4.RL7.3.	<p>Support inferences and conclusions with relevant textual evidence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p>

		<ul style="list-style-type: none"> • Unit 2: Day 17 Ways Writers Respond to Reading <ul style="list-style-type: none"> • Unit 2: Day 18 Writers Respond to Questions & Prompts <ul style="list-style-type: none"> • Unit 2: Day 19 Writers Respond Through Opinions <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread and Respond <ul style="list-style-type: none"> • Unit 2: Day 21 Reread, Respond and Score <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text - Idea Swap <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 5: Day 13 Compare and Contrast
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	4.RL9.	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.
EXPECTATION	4.RL9.1.	Determine patterns in topics, themes, and events in various works of literature. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 5: Day 13 Compare and Contrast
EXPECTATION	4.RL9.2.	Apply skills from CCSS RL.4.1-7 to 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. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 5: Day 13 Compare and Contrast
EXPECTATION	4.RL9.3.	Support inferences about the relationship between text features with relevant textual evidence. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response to Text <ul style="list-style-type: none"> • Unit 2: Day 17 Ways Writers Respond to Reading <ul style="list-style-type: none"> • Unit 2: Day 18 Writers Respond to Questions & Prompts <ul style="list-style-type: none"> • Unit 2: Day 19 Writers Respond Through Opinions <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread and Respond <ul style="list-style-type: none"> • Unit 2: Day 21 Reread, Respond and Score <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text - Idea Swap <ul style="list-style-type: none"> • Unit 4: Day 13

		<p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RL10.	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.
EXPECTATION	4.RL10.2.	<p>Demonstrate understanding of assigned literary texts of steadily increasing complexity.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	4.RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	4.RI1.2.	<p>Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.4.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05

		<p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.RI1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.4.4, 6; MD SLM 4-5 4A.2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.RI1.5.	<p>Select only relevant textual evidence when responding either orally or in writing to text-specific questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p>

		<ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.RI.1.8.	<p>Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 Domain-Specific Vocabulary <ul style="list-style-type: none"> • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 10 Planning Continued
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	4.RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
EXPECTATION	4.RI2.1.	<p>Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 16 Nonfiction Text Summaries <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.RI2.2.	<p>Connect explicitly stated or inferred ideas from across the text to determine a main idea.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 16 Nonfiction Text Summaries <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18

		<p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p>
EXPECTATION	4.RI.2.3.	<p>Paraphrase key details or information.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.RI.2.4.	<p>Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.4. 2; W.4.9; SL.4.4, 6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Nonfiction Text Summaries</p>
EXPECTATION	4.RI.2.5.	<p>Connect key details or information, including those found in text features, and explain how they develop the main idea.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p>

		<ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.RI.2.8.	<p>Apply academic and domain-specific vocabulary when writing about or discussing informational texts (See CCSS W.4.9; L.4.6.).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 Domain-Specific Vocabulary <ul style="list-style-type: none"> • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 10 Planning Continued
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	4.RI.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
EXPECTATION	4.RI.3.1.	<p>Connect and explain types of relationships (See CCSS RL.4.2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response to Text <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 4: Day 02 What Do We Think of Zoos? <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.RI.3.2.	<p>Apply content knowledge to determine relationships in an informational text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal

EXPECTATION	4.RI3.3.	<p>Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.RI3.5.	<p>Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships (See CCSS L.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p>
EXPECTATION	4.RI3.6.	<p>See also MD SLM 4-5 4.0, as needed.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
EXPECTATION	4.RI4.7.	<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c)</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 2: Day 03 Honoring Good Writing With Revision <ul style="list-style-type: none"> • Unit 3a: Day 07 Glows and Grows - Part 2
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	4.RI5.	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.
EXPECTATION	4.RI5.1.	Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features
EXPECTATION	4.RI5.2.	Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution) (See CCSS R.4.I.). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response to Text <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 4: Day 02 What Do We Think of Zoos? <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.RI5.3.	Determine the predominant organizational structure in a text or a portion of a text. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

EXPECTATION	4.RI5.5.	<p>Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text (See CCSS W.4.9; L.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	4.RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
EXPECTATION	4.RI6.2.	<p>Gather relevant textual evidence for comparing and contrasting a firsthand and secondhand account of the same event or topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.RI6.3.	<p>Draw conclusions about why the information or details about an event or topic differ from one text to another.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p>

		<ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 5: Day 13 Compare and Contrast
EXPECTATION	4.RI.6.5.	<p>Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text (See CCSS W.4.9; L.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 Domain-Specific Vocabulary <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 10 Planning Continued
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	4.RI7.	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.
EXPECTATION	4.RI7.1.	<p>Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	4.RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION	4.RI8.1.	<p>Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text (See CCSS RI.4.5.).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
EXPECTATION	4.RI8.2.	<p>Connect specific pieces of evidence to the corresponding point supported by the evidence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response to Text

		<ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 4: Day 02 What Do We Think of Zoos? <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	4.RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION	4.RI9.1.	Synthesize the main points and key details in two texts on the same topic (See CCSS W.4.9b; SL.4.4-6). <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 16 Intro to Response to Text <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 4: Day 02 What Do We Think of Zoos? <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Text <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.RI9.2.	Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.4.9.) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 16

		<p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – 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.
EXPECTATION	4.W1-a.1.	<p>Apply the prewriting and planning stages of the writing process, including: formulating an opinion; generating support that includes facts and details (See MD SLM 4-5 2A1, as needed); paraphrasing when taking notes from sources (See MD SLM 2-3 4A); grouping support by categories or ideas; linking the support to the writing purpose (See CCSS 4 W4, W5, W6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10

		<p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Fact vs. Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
EXPECTATION	4.W1-a.2.	<p>Draft an introduction that: orients the reader to the topic or text; states the point of view or opinion; addresses an audience and the writing purpose; anticipates an organizational structure (e.g., several paragraphs, as appropriate) (See CCSS W.4.4, W.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-b.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide reasons that are supported by facts and details.
EXPECTATION	4.W1-b.1.	<p>Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

<p>EXPECTATION</p>	<p>4.W1-b.2.</p>	<p>Establish categories of support organized by ideas and their supporting facts, details, or other information.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Fact vs. Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
<p>EXPECTATION</p>	<p>4.W1-b.3.</p>	<p>Draft the body to argue an opinion or point of view through effective organization of support (See CCSS W.4.4, W.4.6): Establish the focus of each paragraph with a topic sentence; Organize paragraphs effectively (e.g., list, cause/effect, order of importance); Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) (CCSS L.4.1a); Form and use prepositional phrases (CCSS L.4.1e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Grows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Grows and Grows • 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-c.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
EXPECTATION	4.W1-c.1.	<p>Apply an understanding of the relationship between opinion and reasons.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p>
EXPECTATION	4.W1-c.3.	<p>Apply domain-specific vocabulary to clarify ideas.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.
EXPECTATION	4.W1-d.1.	<p>Draft a conclusion that paraphrases the opinion or point of view (See CCSS W.4.4, W.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p>
EXPECTATION	4.W1-d.2.	<p>Apply the revision and editing stages of the writing process (See CCSS W.4.5, W.4.6) – Revise to: ensure a clear statement of opinion supported by an organized list of related ideas and reasons, choose words and phrases for effect and to convey ideas precisely (See CCSS L.4.3a; CCSS L.4.3a); Edit to correct errors in: subject-verb and pronoun-antecedent agreement (See CCSS L.4.1f), inappropriate fragments and run-ons (See CCSS L.4.1f), capitalization (See CCSS L.4.2a), frequently confused words (See CCSS L.4.1g), punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c), spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Fact vs. Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p>

EXPECTATION	4.W1-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – 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.
EXPECTATION	4.W2-a.1.	Apply the prewriting stage of the writing process: gather information on a topic – synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed); paraphrase when taking notes from sources; organize information by paragraphs or sections with topic sentences or controlling ideas; select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.4.4, W.4.5, W.4.6, W.4.7). <u>WritingCity</u> • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 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

		<p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
EXPECTATION	4.W2-a.2.	<p>Draft an introduction that: orients the reader to the topic; establishes a controlling idea with a topic sentence; organizes information by paragraphs or sections; incorporates formatting, text features and/or multimedia effectively; handles copyrighted material appropriately (See CCSS W.4.4, W.4.6; MD SLM 4-5, 3C2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W2-b.3.	<p>Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information (See CCSS W.4.4, W.4.6): Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order); Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) (CCSS L.4.1a); Form and use prepositional phrases (CCSS L.4.1e); Use commas and quotation marks to punctuate quotations from a text (See CCSS L.4.2b); Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (CCSS L.4.3c).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>A Character's Voice</p>

- Unit 2: Day 07
- The Conventions of Dialogue
- Unit 2: Day 10
- Scoring With A Rubric - Part 2
- Unit 3a: Day 02
- 5 Square
- Unit 3a: Day 03
- Using the Planning Sheet
- Unit 3a: Day 04
- Formal Writing
- 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 3b: Day 02
- 5 Square Paragraphs
- Unit 3b: Day 03
- Definitions
- Unit 3b: Day 05
- Focus Skill Writing
- Unit 3b: Day 06
- Domain-Specific Vocabulary
- Unit 3b: Day 10
- Formal Writing
- Unit 3b: Day 11
- Verbs, Verbs, Verbs!
- Unit 3b: Day 12
- Revising with A.R.M.S.
- Unit 4: Day 09
- Revising Ears
- Unit 5: Day 05
- Dialogue and Punctuation
- Unit 5: Day 07
- Ready, Set, Write!
- Unit 5: Day 09
- Editing
- 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

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	4.W2-c.1.	Apply an understanding that information can be categorized in a variety of different ways. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
EXPECTATION	4.W2-c.3.	Apply domain-specific vocabulary to clarify information. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 10 Planning Continued
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W2-d.1.	(See CCSS L.4.3a, L.4.6) <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07

		<p>Glows and Grows - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented.
EXPECTATION	4.W2-e.1.	<p>Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented (See CCSS W.4.4, W.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Reworking Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>

EXPECTATION	4.W2-e.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	4.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W3-a.1.	Apply the prewriting stage of the writing process: select and narrow an event or situation; identify the narrator and/or the characters; explain the problem; organize a plausible sequence of events (See CCSS W.4.4, W.4.5, W.4.6). <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
EXPECTATION	4.W3-a.2.	Draft an introduction that: establishes the narrator and/or the characters; orients the reader to the situation or problem; anticipates a logical sequence of events (See CCSS W.4.4, W.4.6). <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels

		<ul style="list-style-type: none"> • Unit 5: Day 10 Compare Characters
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	4.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W3-b.1.	<p>Draft the body using a plausible sequence of events and effective descriptions of characters and setting (See CCSS W.4.4, W.4.6): Apply knowledge of characterization and setting (See CCSS RL.4.3); Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc.); Form and use the progressive verb tenses (CCSS L.4.1b); Use commas and quotation marks to indicate direct speech (See CCSS L.4.2b).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Scoring With A Rubric - Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is a Legend?</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>1st or 3rd Person Narrators</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Compare Characters</p> <ul style="list-style-type: none"> • Unit 6: Day 01

		<p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	4.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	4.W3-d.1.	<p>Differentiate between specific and concrete, vague and general, and literal and nonliteral language (See CCSS RL.4.4).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Glows and Grows - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07

		<p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glow and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
EXPECTATION	4.W3-d.2.	<p>Recognize and use words and phrases that appeal to the senses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Strong Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Strong vs. Weak Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Show And Tell Review</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Compare Characters</p>
EXPECTATION	4.W3-d.3.	<p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS 4 L1.d)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	4.W3-e.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events.
EXPECTATION	4.W3-e.1.	<p>Draft a plausible conclusion that follows naturally from the sequence of events in the narrative (See CCSS W.4.4, W.4.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Reworking Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
EXPECTATION	4.W3-e.2.	<p>Apply the revision and editing stages of the writing process to the narrative piece (See CCSS W.4.4, W.4.6) – Revise to: ensure that characters and events are effectively described, ensure that the narrative is fully developed and logically organized, choose words and phrases to convey ideas precisely (CCSS L.4.3a), choose punctuation for effect (CCSS L.4.3b); Edit to correct errors in: transitional words and phrases (See CCSS W.4.3c), subject-verb and pronoun-antecedent agreement (See CCSS L.4.1f), inappropriate fragments and run-ons (See CCSS 4 L1.f), frequently confused words (See CCSS L.4.1g), commas and quotation marks in direct speech (See CCSS L.4.2b), punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c), spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Topics I Can Write About</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>A Character's Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>The Conventions of Dialogue</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Scoring With A Rubric - Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 13 <p>Scoring Your Own Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising and Editing</p> <ul style="list-style-type: none"> • Unit 2: Day 15

		<p>Scoring Your Own Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Reworking Conclusions</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Glows and Grows - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising Strong Leads</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Editing With A Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Technological Innovations</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Revising</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Scoring Practice</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Time to Reflect</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Scoring Our Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is a Legend?</p>
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		<ul style="list-style-type: none"> • 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 09 Editing • Unit 5: Day 10 Compare Characters • 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!
EXPECTATION	4.W3-e.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 4 3B1, 4B1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Scoring Your Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Technology Publishing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
OBJECTIVE	4.W4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION	4.W4.1.	<p>See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5 of CCSS Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02

		<p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	4.W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
EXPECTATION	4.W5.1.	<p>See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Topics I Can Write About</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>A Character's Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>The Conventions of Dialogue</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 13 <p>Scoring Your Own Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising and Editing</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Scoring Your Own Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17

Ways Writers Respond to Reading

- Unit 2: Day 18

Writers Respond to Questions & Prompts

- Unit 2: Day 19

Writers Respond Through Opinions

- Unit 2: Day 20

Read, Reread and Respond

- Unit 2: Day 21

Reread, Respond and Score

- Unit 3a: Day 03

Using the Planning Sheet

- Unit 3a: Day 04

Formal Writing

- Unit 3a: Day 05

Reworking Conclusions

- Unit 3a: Day 06

Glows and Grows - Part 1

- Unit 3a: Day 07

Glows and Grows - Part 2

- Unit 3a: Day 08

Revising Strong Leads

- Unit 3a: Day 09

Revising for Similes and Sensory Details

- Unit 3a: Day 10

Editing With A Checklist

- Unit 3b: Day 01

Technological Innovations

- Unit 3b: Day 02

5 Square Paragraphs

- Unit 3b: Day 08

Revising

- Unit 3b: Day 09

Scoring Practice

- Unit 3b: Day 10

Formal Writing

- Unit 3b: Day 11

Verbs, Verbs, Verbs!

- Unit 3b: Day 12

Revising with A.R.M.S.

- Unit 3b: Day 13

Editing

- Unit 3b: Day 14

Time to Reflect

- Unit 4: Day 04

Let the Planning Begin!

- Unit 4: Day 05

Opinions, Transitions, and Leads, Oh My!

- Unit 4: Day 06

Analyzing the Student Sample

- Unit 4: Day 09

Revising Ears

- Unit 4: Day 10

Editing Glasses

- Unit 4: Day 11

Scoring Our Writing

- Unit 4: Day 12

Response to Text - Idea Swap

- Unit 4: Day 14

Response to Text - Persuasive Letter - Part 2

- Unit 5: Day 06

Uno, Dos, Traits!

- Unit 5: Day 08

Check-in and Write!

- Unit 5: Day 09

Editing

		<ul style="list-style-type: none"> • 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!
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	4.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
EXPECTATION	4.W6.1.	<p>See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 5 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Scoring Your Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Technology Publishing</p>
EXPECTATION	4.W6.2.	<p>Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” (10-11)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Scoring Your Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Technology Publishing</p>
EXPECTATION	4.W6.5.	<p>Use technology for communication. (MD TL 4 4A1, 4A2; MD SLM 3-4 4A2)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Scoring Your Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Technology Publishing</p>
EXPECTATION	4.W6.6.	<p>Use technology to collaborate and to express ideas. (MD TL 4 3B1, 4B1)</p>

		<u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
EXPECTATION	4.W6.8.	Use and evaluate technology tools to organize information. (MD TL 4 5B1) <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	4.W7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
EXPECTATION	4.W7.5.	Locate and select sources to meet the information need. (MD SLM 4-5 2B2) <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 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
EXPECTATION	4.W7.7.	Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06

		<p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.W7.10.	<p>Share findings and/or conclusions. (MD SLM 4-5 5A2; MD TL 4 6A5)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	4.W8.	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.
EXPECTATION	4.W8.2.	<p>Find data and/or information within a variety of sources. (MD SLM 4-5 3A1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p>
EXPECTATION	4.W8.3.	<p>Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 4-5 3C1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p>

		<ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.W8.5.	<p>Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4A1)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 Nonfiction Text Summaries <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 6: Day 02 Searching the Internet <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
EXPECTATION	4.W8.6.	<p>Sort evidence into specified categories. (MD SLM 4-5 4A2)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 Nonfiction Text Summaries <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 <ul style="list-style-type: none"> • Unit 6: Day 02 Searching the Internet <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	4.W9-a.	Draw evidence from literary or informational texts to support analysis, reflection, and research – 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].”).

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Dialogue and Punctuation</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	4.W9-b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
EXPECTATION	4.W9-b.1.	<p>Write in response to grade-level print, nonprint, and digital literary or informational text(s).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p>

		<ul style="list-style-type: none"> • 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 • 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	4.W10.	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.
EXPECTATION	4.W10.1.	<p>Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 Ideas • Unit 2: Day 11 Planning • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 12

		Response to Text • Unit 5: Day 13 Compare and Contrast
EXPECTATION	4.W10.2.	Set and adjust personal goals and conference regularly with adults and peers to improve writing. <u>WritingCity</u> • Unit 2: Day 15 Scoring Your Own Writing
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	4.SL4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
EXPECTATION	4.SL4.1.	Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic (See MD SLM 4-5 2 B1.d). <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 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 / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use relative pronouns (who, whose, who, which, that) and relative adverbs (where, when, why).
EXPECTATION	4.L1-a.1.	Identify relative pronouns and relative adverbs in text presented in a variety of formats. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1

		<ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
EXPECTATION	4.L1-a.3.	<p>Demonstrate the appropriate use of relative adverbs to expand sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
EXPECTATION	4.L1-a.4.	<p>Apply the use of relative pronouns and relative adverbs in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
EXPECTATION	4.L1-a.5.	<p>Analyze writing models for correct use of relative pronouns and relative adverbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use the progressive (e.g., I was walking, I am walking; I will be walking) verb tenses.
EXPECTATION	4.L1-b.3.	<p>Identify progressive verb tenses in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 11 Verbs, Verbs, Verbs! <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses <ul style="list-style-type: none"> • Unit 5: Day 03

		<p>1st or 3rd Person Narrators</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p>
EXPECTATION	4.L1-b.4.	<p>Demonstrate the use of progressive verb tenses in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>1st or 3rd Person Narrators</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
EXPECTATION	4.L1-c.1.	<p>Recognize modal auxiliaries and explain their purpose.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p>
EXPECTATION	4.L1-c.2.	<p>Identify rules for using modal auxiliaries.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p>
EXPECTATION	4.L1-c.3.	<p>Demonstrate use of modal auxiliaries in oral and written language.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 11 Verbs, Verbs, Verbs! <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
EXPECTATION	4.L1-c.4.	Analyze writing models for correct use of modal auxiliaries. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 11 Verbs, Verbs, Verbs! <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L1-d.1.	Identify correct placement of adjectives in sentences. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 04 Writing With Sensory Details <ul style="list-style-type: none"> • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses <ul style="list-style-type: none"> • Unit 5: Day 04 Legend Planning Wheels <ul style="list-style-type: none"> • Unit 5: Day 08 Check-in and Write!
EXPECTATION	4.L1-d.2.	Revise and strengthen writing to include correctly ordered adjectives. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 04 Writing With Sensory Details <ul style="list-style-type: none"> • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses <ul style="list-style-type: none"> • Unit 5: Day 04 Legend Planning Wheels <ul style="list-style-type: none"> • Unit 5: Day 08 Check-in and Write!
EXPECTATION	4.L1-d.3.	Analyze writing models for correct use and ordering of adjectives. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 04 Writing With Sensory Details <ul style="list-style-type: none"> • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses <ul style="list-style-type: none"> • Unit 5: Day 04 Legend Planning Wheels <ul style="list-style-type: none"> • Unit 5: Day 08 Check-in and Write!

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use prepositional phrases.
EXPECTATION	4.L1-e.1.	<p>Identify and explain the purpose of prepositional phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p>
EXPECTATION	4.L1-e.2.	<p>Compose sentences using prepositional phrases to modify nouns and verbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Editing With A Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is a Legend?</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p>
EXPECTATION	4.L1-e.3.	<p>Strengthen writing by revising to include prepositional phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Ready, Set, Write!</p>

		<ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
EXPECTATION	4.L1-e.4.	<p>Analyze writing models for the effective use of prepositional phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 09 Revising for Similes and Sensory Details <ul style="list-style-type: none"> • Unit 4: Day 09 Revising Ears <ul style="list-style-type: none"> • Unit 5: Day 07 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Correctly use frequently confused words (e.g., to, too, two; there, their).
EXPECTATION	4.L1-g.1.	<p>Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
EXPECTATION	4.L1-g.2.	<p>Identify the different meanings for given homophones.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing

EXPECTATION	4.L1-g.3.	Demonstrate and explain correct use of frequently confused words in writing. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
EXPECTATION	4.L1-g.4.	Analyze writing models for the effective use of frequently confused words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use correct capitalization.
EXPECTATION	4.L2-a.3.	Analyze writing models for correct capitalization. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising Strong Leads <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing

		<ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use commas and quotation marks to mark direct speech and quotations from a text.
EXPECTATION	4.L2-b.3.	Demonstrate correct placement of commas and quotation marks in dialogue. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 06 A Character's Voice <ul style="list-style-type: none"> • Unit 2: Day 07 The Conventions of Dialogue <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising Strong Leads <ul style="list-style-type: none"> • Unit 5: Day 05 Dialogue and Punctuation <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
EXPECTATION	4.L2-b.4.	Analyze and edit writing for correct punctuation of direct speech and quotations. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 06 A Character's Voice <ul style="list-style-type: none"> • Unit 2: Day 07 The Conventions of Dialogue <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising Strong Leads <ul style="list-style-type: none"> • Unit 5: Day 05 Dialogue and Punctuation <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use a comma before a coordinating conjunction in a compound sentence.
EXPECTATION	4.L2-c.2.	Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07

		<p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Editing With A Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p>
EXPECTATION	4.L2-c.4.	<p>Analyze writing models for the use of compound sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Editing With A Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	4.L2-d.1.	<p>Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Editing With A Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p>

		<ul style="list-style-type: none"> • Unit 5: Day 09 Editing
EXPECTATION	4.L2-d.2.	Use knowledge of word structure and word origins to spell grade-appropriate words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
EXPECTATION	4.L2-d.4.	Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3a: Day 11 Scoring Your Writing <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing <ul style="list-style-type: none"> • Unit 6: Day 16 Technology Publishing
EXPECTATION	4.L2-d.5.	Analyze writing models for correct spelling. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L3-a.2.	Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words. <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose punctuation for effect.
EXPECTATION	4.L3-b.1.	Recognize and explain the purpose of various punctuation marks. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency
EXPECTATION	4.L3-b.2.	Demonstrate command of conventions of standard English punctuation (See CCSS L.4.2). <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency
EXPECTATION	4.L3-b.3.	Strengthen writing by revising to use punctuation to indicate feelings and mood. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	4.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	4.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	4.L5-a.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
EXPECTATION	4.L5-a.1.	Identify figurative language in text presented in a variety of formats. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 1: Day 08 Getting Ready for Core Writing <ul style="list-style-type: none"> • Unit 1: Day 09 Getting Ready for Core Writing <ul style="list-style-type: none"> • Unit 3a: Day 09 Revising for Similes and Sensory Details
EXPECTATION	4.L5-a.2.	Distinguish between similes and metaphors. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 1: Day 08 Getting Ready for Core Writing <ul style="list-style-type: none"> • Unit 1: Day 09 Getting Ready for Core Writing <ul style="list-style-type: none"> • Unit 3a: Day 09 Revising for Similes and Sensory Details
EXPECTATION	4.L5-a.3.	Interpret the meaning of simple similes and metaphors in text presented in a variety of formats. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 1: Day 08 Getting Ready for Core Writing <ul style="list-style-type: none"> • Unit 1: Day 09 Getting Ready for Core Writing <ul style="list-style-type: none"> • Unit 3a: Day 09 Revising for Similes and Sensory Details
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	4.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
EXPECTATION	4.L5-c.1.	Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 2: Day 03 Honoring Good Writing With Revision

		<ul style="list-style-type: none"> • Unit 3a: Day 07 Glows and Grows - Part 2
EXPECTATION	4.L5-c.2.	<p>Use knowledge of nuances to determine precise words as needed for speaking and writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 2: Day 03 Honoring Good Writing With Revision <ul style="list-style-type: none"> • Unit 3a: Day 07 Glows and Grows - Part 2
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	<p>Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
OBJECTIVE	4.L6.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
EXPECTATION	4.L6.1.	<p>Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 6 Traits: Word Choice <ul style="list-style-type: none"> • Unit 2: Day 01 Strong Verbs <ul style="list-style-type: none"> • Unit 2: Day 02 Strong vs. Weak Verbs <ul style="list-style-type: none"> • Unit 2: Day 03 Honoring Good Writing With Revision <ul style="list-style-type: none"> • Unit 2: Day 04 Writing With Sensory Details <ul style="list-style-type: none"> • Unit 2: Day 05 Transitioning Smoothly <ul style="list-style-type: none"> • Unit 3a: Day 04 Formal Writing <ul style="list-style-type: none"> • Unit 3a: Day 07 Glows and Grows - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 09 Revising for Similes and Sensory Details <ul style="list-style-type: none"> • Unit 3b: Day 03 Definitions <ul style="list-style-type: none"> • Unit 3b: Day 05 Focus Skill Writing <ul style="list-style-type: none"> • Unit 3b: Day 06 Domain-Specific Vocabulary <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing <ul style="list-style-type: none"> • Unit 3b: Day 11 Verbs, Verbs, Verbs! <ul style="list-style-type: none"> • Unit 3b: Day 12 Revising with A.R.M.S. <ul style="list-style-type: none"> • Unit 4: Day 06

		<p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p>
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**Maryland College and Career-Ready Standards
Language Arts**

Grade: 5 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	5.RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	5.RL1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.5.4-6; MD SLM 4A2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22

		<p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p>
EXPECTATION	5.RL1.5.	<p>Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p>
EXPECTATION	5.RL1.6.	<p>Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions: Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions (See CCSS L.4.2b).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 4: Day 15 <p>Response to Text: Persuasive Letters</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>

EXPECTATION	5.RL.1.8.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
EXPECTATION	5.RL.1.9.	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.5.6). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	5.RL.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.
EXPECTATION	5.RL.2.2.	Analyze details about characters, setting, and plot in a literary text to infer a theme: Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem; Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts; Analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as subplots; Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme. <u>WritingCity</u> • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
EXPECTATION	5.RL.2.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
EXPECTATION	5.RL.2.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS 5 W.5.9; L.5.6). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	5.RL3.	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).
EXPECTATION	5.RL3.1.	Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. <u>WritingCity</u> • 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
EXPECTATION	5.RL3.2.	Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot. <u>WritingCity</u> • 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
EXPECTATION	5.RL3.5.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
EXPECTATION	5.RL3.6.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
EXPECTATION	5.RL4.2.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS L.5.4b) <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RL4.3.	Interpret figurative language, including similes and metaphors, in context. (CCSS L.5.5a) <u>WritingCity</u>

		<ul style="list-style-type: none"> • Unit 1: Day 04 Voice <ul style="list-style-type: none"> • Unit 1: Day 08 Figurative Language <ul style="list-style-type: none"> • Unit 1: Day 09 Metaphors & Similes <ul style="list-style-type: none"> • Unit 2: Day 03 Sensory Images
EXPECTATION	5.RL4.4.	<p>Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS L.5.5b.)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 08 Revising Part 2
EXPECTATION	5.RL4.6.	<p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c.)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 07 Revising Part 1
EXPECTATION	5.RL4.9.	<p>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 in context. (CCSS L.5.4c)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 Word Choice <ul style="list-style-type: none"> • Unit 3b: Day 01 Definitions and Details <ul style="list-style-type: none"> • Unit 3b: Day 03 5 Square Paragraphs
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	5.RL5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION	5.RL5.1.	<p>Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (e.g., chapter, scene, stanza) (See CCSS W.5.9; L.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing
EXPECTATION	5.RL5.4.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVE	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
EXPECTATION	5.RL.7.5.	Support inferences and conclusions with relevant textual evidence. <u>WritingCity</u> • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
EXPECTATION	5.RL.7.6.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
EXPECTATION	5.RL.7.7.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	5.RL.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
EXPECTATION	5.RL.9.1.	Apply skills from CCSS RL.5.1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
EXPECTATION	5.RL.9.2.	Support inferences about the relationship between text features with relevant textual evidence. <u>WritingCity</u> • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 12 Response to Historical Fiction Text

		<ul style="list-style-type: none"> • Unit 5: Day 13 Response to Historical Fiction Text
EXPECTATION	5.RL.9.3.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing
EXPECTATION	5.RL.9.4.	<p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
EXPECTATION	5.RL.10.2.	<p>Demonstrate understanding of assigned literary texts of steadily increasing complexity.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 Intro to Response to Text <ul style="list-style-type: none"> • Unit 2: Day 18 Ways Writers Respond to Reading <ul style="list-style-type: none"> • Unit 2: Day 19 Writers Respond to Questions and Prompts <ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond, and Score <ul style="list-style-type: none"> • Unit 2: Day 22 Read, Reread, Respond, and Score
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	5.RI.1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS 5 SL.5.4, 6; MD SLM 4-5 4A.2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 Intro to Response to Text <ul style="list-style-type: none"> • Unit 2: Day 19 Writers Respond to Questions and Prompts <ul style="list-style-type: none"> • Unit 2: Day 21

		<p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Main Ideas & Important Facts</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p>
<p>EXPECTATION</p>	<p>5.RI.1.5.</p>	<p>Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
<p>EXPECTATION</p>	<p>5.RI.6.</p>	<p>Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions: Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions (See CCSS L.5.2b).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 15 Editing • 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 10 Editing • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score

		<ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
EXPECTATION	5.RI1.9.	<p>Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	5.RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
EXPECTATION	5.RI2.1.	<p>Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RI2.2.	Paraphrase key details or information.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Main Ideas & Important Facts</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Grows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p>
<p>EXPECTATION</p>	<p>5.RI.2.3.</p>	<p>Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.5.2; W.5.9; SL.5.4, 6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Gathering Resources</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07

		<p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Linking Words</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p>
EXPECTATION	5.RI.2.4.	<p>Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Main Ideas & Important Facts</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p>
EXPECTATION	5.RI.2.7.	<p>Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS W.5.9; L.5.6).</p>

		<p>WritingCity</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Who is Stronger?</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Revising</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	5.RI3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
EXPECTATION	5.RI3.1.	<p>Connect and explain types of relationships (See CCSS RL.3.2).</p> <p>WritingCity</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p>

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION</p>	<p>5.RI.3.3.</p>	<p>Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows

		<ul style="list-style-type: none"> • Unit 6: Day 08 Introducing the Rubric
EXPECTATION	5.RI.3.5.	<p>Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships (See CCSS L.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing <ul style="list-style-type: none"> • Unit 3a: Day 03 Who is Stronger? <ul style="list-style-type: none"> • Unit 3a: Day 07 3 Points <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising the End <ul style="list-style-type: none"> • Unit 3a: Day 11 Revising Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 07 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 08 Writing Strong Conclusions <ul style="list-style-type: none"> • Unit 6: Day 14 Revising
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION	5.RI.4.2.	<p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS L.5.4b)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RI.4.3.	<p>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. (CCSS L.5.4c, See MD TL 5 3C)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 Word Choice <ul style="list-style-type: none"> • Unit 3b: Day 01 Definitions and Details <ul style="list-style-type: none"> • Unit 3b: Day 03 5 Square Paragraphs
EXPECTATION	5.RI.4.5.	<p>Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS L.5.5b)</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> • Unit 5: Day 08 Revising Part 2
EXPECTATION	5.RI.4.7.	<p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 07 Revising Part 1
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	5.RI5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
EXPECTATION	5.RI5.1.	<p>Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text: Two of a Kind <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 5: Day 13 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RI5.3.	<p>Compare and contrast the predominant organizational structures in two or more texts.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text: Two of a Kind <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 5: Day 13 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work

		<ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RI5.5.	<p>Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text (See CCSS W.5.9; L.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing <ul style="list-style-type: none"> • Unit 3a: Day 03 Who is Stronger? <ul style="list-style-type: none"> • Unit 3a: Day 07 3 Points <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising the End <ul style="list-style-type: none"> • Unit 3a: Day 11 Revising Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 07 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 08 Writing Strong Conclusions <ul style="list-style-type: none"> • Unit 6: Day 14 Revising
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	5.RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
EXPECTATION	5.RI6.1.	<p>Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text: Planning Template
EXPECTATION	5.RI6.2.	<p>Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 Intro to Response to Text <ul style="list-style-type: none"> • Unit 2: Day 19 Writers Respond to Questions and Prompts <ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond, and Score <ul style="list-style-type: none"> • Unit 2: Day 22 Read, Reread, Respond, and Score <ul style="list-style-type: none"> • Unit 3a: Day 02 Purpose and Proof <ul style="list-style-type: none"> • Unit 3b: Day 12 Text Features, Main Ideas, and Details <ul style="list-style-type: none"> • Unit 3b: Day 13 Nonfiction Text Features <ul style="list-style-type: none"> • Unit 3b: Day 14 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score

		<ul style="list-style-type: none"> • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
EXPECTATION	5.RI.6.5.	<p>Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text (See CCSS W.5.9; L.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	5.RI.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).
EXPECTATION	5.RI.8.2.	Connect specific pieces of evidence to the corresponding point supported by the evidence.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Main Ideas & Important Facts</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	5.RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION	5.RI9.1.	<p>Synthesize the main points and key details in several texts on the same topic (See CCSS W.5.9b; SL.5.4-6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19

		<p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Main Ideas & Important Facts</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p>
<p>EXPECTATION</p>	<p>5.RI.9.2.</p>	<p>Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.5.9.)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RI10.	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.
EXPECTATION	5.RI10.1.	<p>Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RI10.2.	<p>Demonstrate understanding of assigned informational texts of steadily increasing complexity.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	5.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	5.RF3.a.	Use a combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
EXPECTATION	5.RF3.a.2.	<p>Increase knowledge of roots and affixes.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.RF3.a.3.	<p>Understand the relationship between words with common roots.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – 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.
EXPECTATION	5.W1-a.1.	<p>Apply the prewriting and planning stages of the writing process, including: formulating an opinion; generating support that includes facts and details (See MD SLM 4-5 2A1, as needed); paraphrasing when taking notes from sources (See MD SLM 2-3 4A); grouping support logically by categories or ideas; linking the support to the writing purpose (See CCSS W.5.4, W.5.5, W.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 Ideas

- Unit 2: Day 07
- Scoring with a Rubric Part 1
- Unit 2: Day 08
- Scoring with a Rubric Part 2
- Unit 2: Day 11
- Writing a Real Narrative
- Unit 2: Day 20
- Writers Respond Through Opinions
- Unit 2: Day 21
- Read, Reread, Respond, and Score
- Unit 2: Day 22
- Read, Reread, Respond, and Score
- Unit 3a: Day 06
- Where I Live
- Unit 3a: Day 07
- 3 Points
- Unit 3a: Day 08
- Revising the End
- Unit 3b: Day 07
- Formal Writing Assessment
- Unit 3b: Day 08
- Writing Strong Conclusions
- Unit 3b: Day 11
- Scoring and Publishing
- Unit 4: Day 01
- What is an Opinion Paper?
- 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 14
- Response to Text: Planning Template
- Unit 4: Day 15
- Response to Text: Persuasive Letters
- Unit 5: Day 01
- What is Historical Fiction?
- Unit 5: Day 04
- What's the Plan?
- Unit 5: Day 05
- Developing Characters
- Unit 5: Day 06
- Writing and Commas
- Unit 5: Day 09
- Editing
- Unit 5: Day 12
- Response to Historical Fiction Text
- Unit 5: Day 13
- Response to Historical Fiction Text
- Unit 6: Day 02
- Gathering Resources
- Unit 6: Day 04
- Guided Note-Taking Journal
- Unit 6: Day 05

		<p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Linking Words</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
<p>EXPECTATION</p>	<p>5.W1-a.2.</p>	<p>Draft an introduction that: orients the reader to the topic or text; states the point of view or opinion; addresses audience needs and the writing purpose; anticipates an organizational structure (e.g., several paragraphs, as appropriate) (See CCSS W.5.4, W.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>What is an Opinion Paper?</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p>

		<ul style="list-style-type: none"> • Unit 5: Day 13 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 14 Revising <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-b.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide logically ordered reasons that are supported by facts and details.
EXPECTATION	5.W1-b.1.	Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 4: Day 01 What is an Opinion Paper? <ul style="list-style-type: none"> • Unit 4: Day 02 Fact/Opinion T-Chart <ul style="list-style-type: none"> • Unit 4: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 4: Day 04 5 Square Paragraph Graphic Organizer <ul style="list-style-type: none"> • Unit 4: Day 05 Facts and Opinions <ul style="list-style-type: none"> • Unit 4: Day 06 Kyle's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 07 6 Traits Rubric <ul style="list-style-type: none"> • Unit 4: Day 08 Paragraphs 1 & 2 <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text: Planning Template <ul style="list-style-type: none"> • Unit 4: Day 15 Response to Text: Persuasive Letters
EXPECTATION	5.W1-b.2.	Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 4: Day 02 Fact/Opinion T-Chart <ul style="list-style-type: none"> • Unit 4: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 4: Day 04 5 Square Paragraph Graphic Organizer <ul style="list-style-type: none"> • Unit 4: Day 05 Facts and Opinions <ul style="list-style-type: none"> • Unit 4: Day 06 Kyle's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 07 6 Traits Rubric <ul style="list-style-type: none"> • Unit 4: Day 08 Paragraphs 1 & 2 <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text: Planning Template

		<ul style="list-style-type: none"> • Unit 4: Day 15 Response to Text: Persuasive Letters
EXPECTATION	5.W1-b.3.	<p>Draft the body to argue an opinion or point of view through effective organization of support (See CCSS W.5.4, W.5.6): Establish the focus of each paragraph with a topic sentence; Organize paragraphs effectively (e.g., list, cause/effect, order of importance); Ensure subject-verb and pronoun-antecedent agreement (CCSS L.5.1f); Correctly use frequently confused words (CCSS L.5.1g); Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS L.5.1e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 Sentence Fluency <ul style="list-style-type: none"> • Unit 2: Day 01 Vary Sentences Part 1 <ul style="list-style-type: none"> • Unit 2: Day 02 Vary Sentences Part 2 <ul style="list-style-type: none"> • Unit 2: Day 03 Sensory Images <ul style="list-style-type: none"> • Unit 2: Day 09 Writing from Experience <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 11 Revising Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 02 Fact/Opinion T-Chart <ul style="list-style-type: none"> • Unit 4: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 4: Day 04 5 Square Paragraph Graphic Organizer <ul style="list-style-type: none"> • Unit 4: Day 05 Facts and Opinions <ul style="list-style-type: none"> • Unit 4: Day 06 Kyle's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 07 6 Traits Rubric <ul style="list-style-type: none"> • Unit 4: Day 08 Paragraphs 1 & 2 <ul style="list-style-type: none"> • Unit 4: Day 09 Paragraphs 3, 4, & 5 <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text: Planning Template <ul style="list-style-type: none"> • Unit 4: Day 15 Response to Text: Persuasive Letters <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-c.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
EXPECTATION	5.W1-c.1.	Apply an understanding of the relationship between opinion and reasons. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 4: Day 01 What is an Opinion Paper? <ul style="list-style-type: none"> • Unit 4: Day 02 Fact/Opinion T-Chart <ul style="list-style-type: none"> • Unit 4: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 4: Day 04 5 Square Paragraph Graphic Organizer <ul style="list-style-type: none"> • Unit 4: Day 05 Facts and Opinions <ul style="list-style-type: none"> • Unit 4: Day 06 Kyle's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 07 6 Traits Rubric <ul style="list-style-type: none"> • Unit 4: Day 08 Paragraphs 1 & 2 <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text: Planning Template <ul style="list-style-type: none"> • Unit 4: Day 15 Response to Text: Persuasive Letters
EXPECTATION	5.W1-c.3.	Apply domain-specific vocabulary to clarify ideas. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 Explanatory Writing <ul style="list-style-type: none"> • Unit 3a: Day 03 Who is Stronger? <ul style="list-style-type: none"> • Unit 3a: Day 07 3 Points <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising the End <ul style="list-style-type: none"> • Unit 3a: Day 11 Revising Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 03 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 07 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 08 Writing Strong Conclusions <ul style="list-style-type: none"> • Unit 6: Day 14 Revising
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.
EXPECTATION	5.W1-d.1.	Draft a conclusion that paraphrases the opinion or point of view (See CCSS W.5.4, W.5.6).

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>6 Traits Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 4: Day 15 <p>Response to Text: Persuasive Letters</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Gathering Resources</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Linking Words</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p>
<p>EXPECTATION</p>	<p>5.W1-d.2.</p>	<p>Apply the revision and editing stages of the writing process (See CCSS W.5.5, W.5.6) – Revise to: ensure a clear statement of opinion supported by ideas and reasons presented logically, choose words and phrases for effect and to convey ideas precisely (See CCSS L.5.3a; CCSS L.5.3a), expand, combine, and reduce sentences for meaning, interest, and style (See CCSS L.5.3a); Edit to correct errors in: sentence fragments and run-ons (See CCSS L.5.1f), use of a comma to set off an introductory element (See CCSS L.5.2b), shifts in verb tense (See CCSS L.5.1d), spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04

		<p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>6 Traits Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 4: Day 15 <p>Response to Text: Persuasive Letters</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p>
EXPECTATION	5.W1-d.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Scoring and Publishing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – 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.
EXPECTATION	5.W2-a.1.	<p>Apply the prewriting stage of the writing process: gather information on a topic – synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed); paraphrase when taking notes from sources; formulate a controlling idea or thesis; organize information by paragraphs or sections with topic sentences or controlling ideas; select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.5.4, W.5.5, W.5.6, W.5.7).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Gathering Resources</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06

		<p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Linking Words</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W2-b.1.	<p>Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Model the Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Definitions and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Brainstorming</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p>

		<ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan
<p>EXPECTATION</p>	<p>5.W2-b.2.</p>	<p>Draft the body by applying a logical organizational pattern of reasons supported by facts and details (See CCSS W.5.4, W.5.6): Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order); Ensure subject-verb and pronoun-antecedent agreement (CCSS L.5.1f); Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS 5 L1.e); Correctly use frequently confused words (CCSS L.5.1g).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • 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 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 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 06 Carly's Formal Writing Assessment • Unit 3b: Day 07

		<p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Reviewing the Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W2-c.3.	<p>Apply domain-specific vocabulary to clarify information.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Who is Stronger?</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Revising</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

		through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W2-d.1.	(See CCSS L.5.3a, L.5.6) <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented.
EXPECTATION	5.W2-e.1.	Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented (See CCSS W.5.4, W.5.6). <u>WritingCity</u> • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
EXPECTATION	5.W2-e.2.	Apply the revision and editing stages of the writing process (See CCSS W.5.5, W.5.6) – Revise to: ensure a clear statement of the topic and clearly conveyed and organized ideas and information, choose words and phrases for effect and to convey ideas precisely (See CCSS L.5.3a; CCSS L.5.3a), expand, combine, and reduce sentences for meaning, interest, and style (See CCSS L.5.3a); Edit to correct errors in: sentence fragments and run-ons (See CCSS L.5.1f), use of a comma to set off an introductory element (See CCSS L.5.2b), shifts in verb tense (See CCSS L.5.1d), spelling of grade-appropriate words, consulting references as needed (See

		<p>CCSS L.5.2e).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Model the Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Definitions and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Brainstorming</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Reviewing the Plan</p>
<p>EXPECTATION</p>	<p>5.W2-e.3.</p>	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Scoring and Publishing</p>
<p>STRAND / TOPIC / STANDARD</p>	<p>MD.W.</p>	<p>Standards for Writing (W)</p>
<p>TOPIC / INDICATOR</p>		<p>Text Types and Purposes</p>

INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W3-a.1.	<p>Apply the prewriting stage of the writing process: select and narrow an event or situation; identify the narrator and/or the characters; explain the problem; organize a plausible sequence of events (See CCSS W.5.4, W.5.5, W.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Character Description</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Planning to Write</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheel 2</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising Part 1</p>
EXPECTATION	5.W3-a.2.	<p>Draft an introduction that: establishes the narrator and/or the characters; orients the reader to the setting; explains the situation or problem; anticipates a logical sequence of events (See CCSS W.5.4, W.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Character Description</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheel 2</p>

		<ul style="list-style-type: none"> • Unit 5: Day 05 Developing Characters <ul style="list-style-type: none"> • Unit 5: Day 06 Writing and Commas <ul style="list-style-type: none"> • Unit 5: Day 07 Revising Part 1
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.
EXPECTATION	5.W3-b.1.	<p>Draft the body using a plausible sequence of events and effective descriptions of characters, setting, and events (See CCSS W.5.4, W.5.6): Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution) (See CCSS RL.5.3, RL.5.5, RL.5.6); Form and use the perfect verb tenses (See CCSS L.5.1b); Use verb tenses to convey various times, sequences, states, and conditions (CCSS L.5.1c); Use punctuation to separate items in a series (CCSS L.5.2a).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 Ideas <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 04 Character Description <ul style="list-style-type: none"> • Unit 2: Day 12 Writing a Conclusion <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 04 Let's Take Five <ul style="list-style-type: none"> • Unit 3a: Day 05 Model the Plan <ul style="list-style-type: none"> • Unit 3a: Day 06 Where I Live <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising the End <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 10 Revising Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 01 Definitions and Details <ul style="list-style-type: none"> • Unit 3b: Day 04 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 07 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 08 Writing Strong Conclusions <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing

		<ul style="list-style-type: none"> • Unit 4: Day 11 Editing • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 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 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W3-d.1.	<p>(See CCSS RL.5.4)</p> <p>WritingCity</p> <ul style="list-style-type: none"> • 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

		<p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheel 2</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising Part 1</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-e.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events.
EXPECTATION	5.W3-e.1.	<p>Draft a plausible conclusion that follows naturally from the sequence of events in the narrative (See CCSS .5.W4, W.5.6).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Revising Part 2</p>
EXPECTATION	5.W3-e.2.	<p>Apply the revision and editing stages of the writing process to the narrative piece (See CCSS W.5.4, W.5.6) – Revise to: ensure that the narrative demonstrates full development, logical organization and effective use of language, choose words and phrases to convey ideas precisely (CCSS L.5.3a), expand, combine, and reduce sentences for meaning, interest, and style (See CCSS L.5.3a); Edit to correct errors in: transitional words and phrases (See CCSS W.5.3c), subject-verb and pronoun-antecedent agreement (See CCSS L.5.1f), inappropriate fragments and run-ons (See CCSS L.5.1f), frequently confused words (See CCSS L.5.1g), spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2d).</p> <p><u>WritingCity</u></p>

- Unit 1: Day 01
- Topics I Can Write About
- Unit 1: Day 02
- Ideas
- Unit 1: Day 04
- Voice
- Unit 2: Day 01
- Vary Sentences Part 1
- Unit 2: Day 02
- Vary Sentences Part 2
- Unit 2: Day 04
- Character Description
- 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 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

		<p>Brainstorming • Unit 3b: Day 03</p> <p>5 Square Paragraphs • Unit 3b: Day 04</p> <p>5 Square Paragraphs • Unit 3b: Day 05</p> <p>Linking Ideas • Unit 3b: Day 07</p> <p>Formal Writing Assessment • Unit 3b: Day 08</p> <p>Writing Strong Conclusions • Unit 3b: Day 09</p> <p>Revising • Unit 3b: Day 10</p> <p>Editing • Unit 3b: Day 11</p> <p>Scoring and Publishing • Unit 4: Day 02</p> <p>Fact/Opinion T-Chart • Unit 4: Day 03</p> <p>5 Square Paragraphs • Unit 4: Day 04</p> <p>5 Square Paragraph Graphic Organizer • Unit 4: Day 05</p> <p>Facts and Opinions • Unit 4: Day 06</p> <p>Kyle's Formal Writing Assessment • Unit 4: Day 07</p> <p>6 Traits Rubric • Unit 4: Day 08</p> <p>Paragraphs 1 & 2 • Unit 4: Day 09</p> <p>Paragraphs 3, 4, & 5 • Unit 4: Day 10</p> <p>Revising • Unit 4: Day 11</p> <p>Editing • Unit 4: Day 12</p> <p>Scoring and Publishing • Unit 4: Day 13</p> <p>Response to Text: Two of a Kind • Unit 5: Day 01</p> <p>What is Historical Fiction? • Unit 5: Day 02</p> <p>Planning Wheel 1 • Unit 5: Day 03</p> <p>Planning Wheel 2 • Unit 5: Day 04</p> <p>What's the Plan? • Unit 5: Day 05</p> <p>Developing Characters • Unit 5: Day 06</p> <p>Writing and Commas • Unit 5: Day 07</p> <p>Revising Part 1 • Unit 5: Day 08</p> <p>Revising Part 2 • Unit 5: Day 09</p> <p>Editing • Unit 5: Day 10</p> <p>Compare the Past • Unit 5: Day 11</p> <p>Rubric and Reflect • Unit 5: Day 12</p> <p>Response to Historical Fiction Text</p>
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EXPECTATION	5.W3-e.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 5 3B1, 4B1).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Scoring and Publishing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
OBJECTIVE	5.W4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION	5.W4.1.	<p>See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 20

		<p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	5.W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
EXPECTATION	5.W5.1.	<p>See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5 of CCSC Framework for specific application.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Topics I Can Write About</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Planning to Write</p> <ul style="list-style-type: none"> • Unit 2: Day 13

		<p>Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Writing and Reflecting</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Model the Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Rubric Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Brainstorming</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Linking Ideas</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Revising</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p>
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STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	5.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
EXPECTATION	5.W6.1.	See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 5 of CCSC Framework for specific application. <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
EXPECTATION	5.W6.2.	Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
EXPECTATION	5.W6.5.	Use technology for communication. (MD TL 5 4A1, 4A2; MD SLM 3-4 4A2) <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
EXPECTATION	5.W6.6.	Use technology to collaborate and to express ideas. (MD TL 5 3B1, 4B1) <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
EXPECTATION	5.W6.8.	Use and evaluate technology tools to organize information. (MD TL 5 5B1) <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	5.W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION	5.W7.10.	Share findings and/or conclusions. (MD SLM 4-5 5A2; MD 5 6A5) <u>WritingCity</u> • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	5.W8.	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.
EXPECTATION	5.W8.4.	<p>Paraphrase when taking notes from sources to avoid plagiarism (See MD SLM 4-5 4A).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	5.W9-a.	<p>Draw evidence from 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].”).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	5.W9-b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
EXPECTATION	5.W9-b.1.	<p>Write in response to grade-level print, nonprint, and digital literary or informational text(s).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	5.W10.	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.
EXPECTATION	5.W10.1.	<p>Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	5.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L1-a.2.	<p>Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
EXPECTATION	5.L1-a.3.	<p>Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p>
EXPECTATION	5.L1-a.4.	<p>Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09

		<p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
EXPECTATION	5.L1-a.5.	<p>Analyze writing models for correct use of conjunctions, prepositions, and interjections.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	5.L1-b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
EXPECTATION	5.L1-b.2.	Form the perfect tenses of verbs using appropriate tense of to have and past participles.

		<u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan?
EXPECTATION	5.L1-b.4.	Demonstrate correct use of perfect verb tenses in oral and written language. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan?
EXPECTATION	5.L1-b.5.	Analyze writing models to determine the effect of verb tenses on meaning. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	5.L1-c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L1-c.1.	Explain the difference between past, present, and future tenses including perfect tenses. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan?

EXPECTATION	5.L1-c.2.	<p>Recognize verb tense as an organizational aid to understanding text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
EXPECTATION	5.L1-c.3.	<p>Analyze writing models for correct use of verb tenses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	5.L1-d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Recognize and correct inappropriate shifts in verb tense.
EXPECTATION	5.L1-d.2.	<p>Recognize and edit mismatches between time frame and verb tense in writing.</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
EXPECTATION	5.L1-d.3.	Analyze writing models for effective use of verb tense. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	5.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Use correlative conjunctions (e.g., either/or, neither/nor).
EXPECTATION	5.L1-e.1.	Identify and explain the purpose of correlative conjunctions. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 05 Sentence Fluency <ul style="list-style-type: none"> • Unit 2: Day 01 Vary Sentences Part 1 <ul style="list-style-type: none"> • Unit 2: Day 02

		<p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
<p>EXPECTATION</p>	<p>5.L1-e.2.</p>	<p>Demonstrate the correct use of correlative conjunctions in sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
<p>EXPECTATION</p>	<p>5.L1-e.3.</p>	<p>Analyze writing models for the effective use of correlative conjunctions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05

		<p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	5.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use commas and quotation marks to mark direct speech and quotations from a text.
EXPECTATION	5.L2-a.3.	<p>Demonstrate correct placement of commas and quotation marks in dialogue.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p>
EXPECTATION	5.L2-a.4.	<p>Analyze writing models for correct capitalization.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04

		What's the Plan? • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	5.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	5.L2-b.1.	Identify introductory elements in sentence. <u>WritingCity</u> • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
EXPECTATION	5.L2-b.2.	Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence. <u>WritingCity</u> • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
EXPECTATION	5.L2-b.3.	Analyze writing models to determine the effect of punctuation on meaning. <u>WritingCity</u> • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	5.L2-c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – 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?).
EXPECTATION	5.L2-c.1.	Analyze writing models to determine the effect of punctuation on meaning. <u>WritingCity</u> • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
EXPECTATION	5.L2-c.2.	Strengthen writing by editing for the correct use of commas after introductory elements. <u>WritingCity</u> • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	5.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	5.L2-e.1.	Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. <u>WritingCity</u> • 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
EXPECTATION	5.L2-e.2.	Use knowledge of word structure and word origins to spell grade-appropriate words. <u>WritingCity</u> • Unit 1: Day 07 Conventions

		<ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
EXPECTATION	5.L2-e.4.	Use word processing prompts when appropriate to correct spelling of grade-appropriate words. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 15 Editing <ul style="list-style-type: none"> • Unit 6: Day 16 Scoring and Publishing
EXPECTATION	5.L2-e.5.	Analyze writing models for correct spelling. <u>WritingCity</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 15 Editing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE	5.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L3-a.2.	Strengthen writing by revising to expand, combine, and reduce sentences. <u>WritingCity</u> • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 5: Day 07 Revising Part 1 • Unit 6: Day 05 Paraphrasing
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	5.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
EXPECTATION	5.L3-b.1.	Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

OBJECTIVE	5.L4-b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content – Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
EXPECTATION	5.L4-b.1.	Identify Greek and Latin root words. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.L4-b.2.	Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
EXPECTATION	5.L4-b.3.	Identify relationships between and among words with common Greek and Latin roots. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	5.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Recognize and explain the meaning of common idioms, adages, and proverbs.
EXPECTATION	5.L5-b.1.	Define and identify the purpose of idioms, adages, proverbs. <u>WritingCity</u> • Unit 5: Day 08 Revising Part 2
EXPECTATION	5.L5-b.2.	Interpret the meaning of idioms, adages, and proverbs encountered in text. <u>WritingCity</u> • Unit 5: Day 08 Revising Part 2
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	5.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

EXPECTATION	5.L5-c.1.	Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words. <u>WritingCity</u> • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs • Unit 5: Day 07 Revising Part 1
EXPECTATION	5.L5-c.2.	Use knowledge of nuances to determine precise words as needed for speaking and writing. <u>WritingCity</u> • Unit 5: Day 07 Revising Part 1
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	5.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
EXPECTATION	5.L6.1.	Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words. <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising