Main Criteria: Massachusetts Curriculum Frameworks Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5 Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Language Arts

Grade: K - Adopted: 2017

FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	CCRA.W.2.	 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity Unit 3b: Day 01 Reasons to Write Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment
STANDARD / CONCEPT / SKILL	CCRA.W.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. WritingCity • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 5 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2a: Day 01 Write Write • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05

• Unit 2b: Day 06 Write? Rightit • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3b: Day 01 Word Wall • Unit 3b: Day 02 High Frequency Words • Unit 3b: Day 06 Time to Write • Unit 3b: Day 07 Find the Words • Unit 3b: Day 08 New Writing Topics • Unit 3b: Day 01 The Pronoun "I" • Unit 3b: Day 04 Write a Rhyme College and Career Readiness Anchor Standards for Writing STRADARD / CONCEPT / SKILL Writing Tib: Day 01 There and coherer twriting in which the development, organization, and style are appropriate to task, purpose, and addinge. Writing Informatively Unit 3b: Day 05 Thoformatively </th <th></th> <th></th> <th></th>			
Write? Righti • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 2b: Day 01 Word Wall • Unit 3b: Day 04 Word Masters • Unit 3b: Day 04 New Writing Topics • Unit 3b: Day 08 New Writing Topics • Unit 3b: Day 01 Poems, Poems, Poems • Unit 3b: Day 01 Poems, Poems, Poems, Poems • Unit 3b: Day 04 Writing Type STANDARD / CONCEPT / CCRA W.			Just Keep Writing • Unit 2b: Day 06
FOCUS / COURSE MA.CCRA.W. College and Caper Readiness Anchor Standards for Writing FOCUS / COURSE MA.CCRA.W. College and Caper Readiness Anchor Standards for Writing FOCUS / COURSE MA.CCRA.W. Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Production and Distribution of Writing STANDARD / CONCEPT / Unit 38: 08y 08 Production and Distribution of Writing STANDARD / CONCEPT / Unit 38: 08y 08 Production and Distribution of Writing STANDARD / CONCEPT / Unit 38: 08y 08 Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writes R By 08 Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writes R By 08 Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writes R By 08 Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writes R By 08 Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writes R By 08 Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
ECUSY COURSE MA.CCRA.W. COUSY COURSE MA.CCRA.W. COUSY COURSE MA.CCRA.W. COINT CONCEPT / CCRA.W.A. Virting City Virting Content of Writing • Unit 38: Day 04 Word Wall • Unit 38: Day 04 • Unit 38: Day 05 • Unit 38: Day 04 • Unit 38: Day 05 • Unit 38: Day 06 • Unit 38: Day 07 • Find the Words • Unit 38: Day 08 • Unit 38: Day 09 • Unit 38: Day 08 • Unit 38: Day 09 • Unit 38: Day 01 • Unit 38: Day 01 • Unit 38: Day 01 • Unit 39: Day 04 • Unit 39: Day 04 • Unit 38: Day 01 • Unit 39: Day 04 • Unit 38: Day 01 • Unit 38: Day 01 • Unit 38: Day 02 • Unit 38: Day 04 • Unit 38: Day 04 • Unit 38: Day 04			-
• Unit 2b: Day 08 • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 04 Word Wall • Unit 3a: Day 04 Word Wall • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 06 Time to Write • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 08 • Unit 3a: Day 04 • Unit 3a: Day 04 • Unit 3a: Day 05 Cologe and Career Readiness Anchor Standards for Writing • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes StANDAD / CONCEPT / SKILL Produce Clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writenenformatively • Unit 3b: Day			
FOCUS / COURSE MACCRAW Collage and Distribution of Writing FOCUS / COURSE MACCRAW Collage and Distribution of Writing FOCUS / COURSE MACCRAW Collage and Distribution of Writing FOCUS / COURSE MACCRAW Collage and Distribution of Writing FOCUS / COURSE MACCRAW Collage and Distribution of Writing FORADRD / CONCEPT / SKILL CCRA.W.4. Production and Distribution of Writing FORADRD / CONCEPT / SKILL CCRA.W.4. Unit 33: Day 06 STANDARD / CONCEPT / SKILL CCRA.W.4. Vinting and to interact and More appropriate to task, purpose, and audience. Writing Circle MACCRAW Solution and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing Circle Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing Circle Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing Circle Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing Circle <td></td> <td></td> <td></td>			
Scoring Writing Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words Unit 3a: Day 04 Word Wall Unit 3a: Day 04 Word Wall Unit 3a: Day 04 Even More High Frequency Words Unit 3a: Day 05 High Frequency Words Unit 3a: Day 05 High Frequency Word Masters Unit 3a: Day 05 Time to Write • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 The Pronoun T1 • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun T1 • Unit 3a: Day 04 Write a Rhyme • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 04 Write a Rhyme • Unit 3b: Day 05 FOCUS / COURSE STANDARD / CONCEPT / SCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity Unit 3b: Day 01 * Uni			
Scoring Writing Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words Unit 3a: Day 04 Word Wall Unit 3a: Day 04 Word Wall Unit 3a: Day 04 Even More High Frequency Words Unit 3a: Day 05 High Frequency Words Unit 3a: Day 05 High Frequency Word Masters Unit 3a: Day 05 Time to Write • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 The Pronoun T1 • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun T1 • Unit 3a: Day 04 Write a Rhyme • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 04 Write a Rhyme • Unit 3b: Day 05 FOCUS / COURSE STANDARD / CONCEPT / SCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity Unit 3b: Day 01 * Uni			
FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing FORLAR / CONCEPT / SKILL CCRA.W.4. Writing Clarge and Standards STANDARD / CONCEPT / Unit 3b: Day 08 Writing Topics Vint 3b: Day 05 Unit 3c: Day 10 The Froncement withing Vint 3c: Day 10 The Concern Writing Vint 3c: Day 10 The Concern Writing Vint 3c: Day 10 The Concern Writing Vint 3c: Day 10 Poems, Poems, Poems Vint 3c: Day 04 Write a Rhyme Unit 3c: Day 05 College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / CCRA.W.4. Writing Topics Vint 3b: Day 01 Reasons to Write Vint 3b: Day 03 Writing Topics Vint 3b: Day 04 Writing Topic Standards to Writing Vint 3b: Day 04 Writing Topic Standards to Writing Vint 3b: Day 04 Writing Topic Standards to Writing Vint 3b: Day 04 Writing Topic Standards Writing Topic Standards to Topic Standards to Topic St			
• 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 Frequency Word Masters • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 07 Find the Words • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 00 Poems, Poems • Unit 3b: Day 01 The Checklist • Unit 3b: Day 04 Withe a Rhyme • Unit 3b: Day 04 Withe a Rhyme STANDA Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritinaCity • Unit 3b: Day 03 Write nGrowtiew Writing • Unit 3b: Day 04 Write nGrowtiew Writing • Unit 3b: Day 03 WritinaCit			• Unit 3a: Day 01
High Frequency Words • Unit 3s: Day 03 More High Frequency Words • Unit 3s: Day 04 • Unit 3s: Day 05 High Frequency Word Masters • Unit 3s: Day 06 Time to Write • Unit 3s: Day 08 New Writing Topics • Unit 3s: Day 09 • Unit 3s: Day 01 New Writing Topics • Unit 3s: Day 01 The Pronoun "I" • Unit 3s: Day 01 Poems. Poems. • Unit 5: Day 04 Write a Rhymes COUS / COURSE MA.CCRAW. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing STRAND STANDARD / CONCEPT / SKILL CCRA.W.4. Production and Distribution of Writing STRAND CCRA.W.4. Production and style are appropriate to task, purpose, and audience. Writing The Stop 03 Write Informative Writing • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 04			Word Wall
• Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even Nore High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Times to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 10 The Pronoun "I" • Unit 3a: Day 10 The Pronoun "I" • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 04 Write a Rhyme • Unit 3b: Day 01 Reasons to Write VILL Vinit 3a: Day 04 Write a Rhyme • Unit 3b: Day 01 Reasons to Write VILL Vinit 3b: Day 01 Reasons to Write			• Unit 3a: Day 02
More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The How Words • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 01 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More Verite a Rhyme • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STRAND / CONCEPT / SKILL Writing Topics and Career Readiness Anchor Standards for Writing • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing <td< td=""><td></td><td></td><td></td></td<>			
• 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 3b: Day 01 Poems, Poems, Poems • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MACCRA.W. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing STANDARD / CONCEPT / STRIADARD / CONCEPT / CCRA.W.4. Production and style are appropriate to task, purpose, and audience. Writing Dity 01 Reasons to Write • Unit 3b: Day 01 <td></td> <td></td> <td></td>			
Even More High Frequency Words • Unit 3: Day 05 High Frequency Word Masters • Unit 3: Day 06 Time to Write • Unit 3: Day 07 Find the Words • Unit 3: Day 08 New Writing Topics • Unit 3: Day 09 The Pronoun "I" • Unit 3: Day 01 The Pronoun "I" • Unit 3: Day 04 New Writing Topics • Unit 3: Day 04 Write 3: Day 05 COUS / COURSE MACCRAW College and Career Readiness Anchor Standards for Writing STANDARD / CONCEPT / STANDARD / CONCEPT / SKILL Write a Rhyme • Unit 3b: Day 03 Write a Rhyme • Unit 3b: Day 04 Write a Rhyme • Outo Scies and Career Readiness Anchor Standards for Writing STANDARD / CONCEPT / SKILL Production and Distribution of Writing Informative Write • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 <td></td> <td></td> <td></td>			
• Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STANDARD / CONCEPT / STRAND Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Inf			
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 10 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Colus / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity sKILL CCRA.W.4. CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity vinit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 05			
 - Únit 3a: Day ô6 Time to Write - Unit 3a: Day ô7 Find the Words - Unit 3a: Day 07 Find the Words - Unit 3a: Day 08			
Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Writie a Rhyme • Unit 5: Day 05 COUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STANDARD / CONCEPT / STANDARD / CONCEPT / SKILL WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 07 More Sentences • Unit			
• Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 01 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 04 Wore, More, More • Unit 5: Day 04 Worte a Rhyme • Unit 5: Day 05 College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STRAND Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 04 More Informative Writing • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentences • Unit 3b: Day 06 Sentences • Unit 3b: Day 06 Sentences <			
Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3: Day 01 The Checklist • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Writie a Rhyme • Unit 5: Day 05 COUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. COLUCE Clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 03 Writing City • Unit 3b: Day 04 Write Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Writi 3b: Day 05 Inform Again • Unit 3b: Day 08 Sentences • Unit 3b: Day 08 Sentences • Unit 3b: Day 08 Sentences • U			
+ Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 05 COCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Productice clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informatively • Unit 3b: Day 03 Writing + Unit 3b: Day 04 More Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Restnences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 </td <td></td> <td></td> <td></td>			
New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 05 COLUS / COURSE MA.CCRA.W. College and Career Readliness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / CCRA.W.4. College and Career Readliness Anchor Standards for Writing STANDARD / CONCEPT / SKILL Production and Distribution of Writing WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 04 More Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences			
• Unit 3:: Day 09 The Pronoun "I" • Unit 3:: 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 FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. COLUS / COURSE CCRA.W.4. Product clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity + Unit 3b: Day 01 Reasons to Write + Unit 3b: Day 02 Informative Writing + Unit 3b: Day 04 More Information + Unit 3b: Day 04 More Information + Unit 3b: Day 05 Inform Again + Unit 3b: Day 06 Sentence Types + Unit 3b: Day 06 Sentences + Unit 3b: Day 08 Even More Sentences + Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			
• Unit 3:: Day 10 The Checklist • Unit 5: Day 01 Peems, Peems, Peems, • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			
The Checklist • Unit 5: Day 01 Poems, Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STAND Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 09 Koreen Sentences • Unit 3b: Day 09 Even More Sentences <t< td=""><td></td><td></td><td>The Pronoun "I"</td></t<>			The Pronoun "I"
• 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 College and Career Readiness Anchor Standards for Writing STANDARD / CONCEPT / SKILL SKILL CCRA.W.4. Production and Distribution of Writing STANDARD / CONCEPT / CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment			• Unit 3a: Day 10
Poems, Poems, Poems • Unit 5: Day 02 More, More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 04 Worte Informatively • Unit 3b: Day 04 More Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT /			The Checklist
• Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 04 More Informatively • Unit 3b: Day 04 More Information • 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			
More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes Color Words Rhymes STRAND Production and Distribution of Writing STANDARD / CONCEPT / CCRA.W.4. STANDARD / CONCEPT / CCRA.W.4. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment StANDARD / CONCEPT /			
• Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STAND Production and Distribution of Writing STANDARD / CONCEPT / CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment			
Write a Rhyme • Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 03 Write Information • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment Even More Sentences			
• Unit 5: Day 05 Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 09			
Color Words Rhymes FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Vore Sentences • Unit 3b: Day 09 • Unit 3b: Day 09 • Unit 3b: Day 08 StANDARD / CONCEPT / CCRA.W.6.			
FOCUS / COURSE MA.CCRA.W. College and Career Readiness Anchor Standards for Writing STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Informations • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 • Unit 3b: Day 08 • Unit 3b: Day 08 Stances • Unit 3b: Day 08 Sentences • Unit 3b: Day 08 Stances • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT /			
STRAND Production and Distribution of Writing STANDARD / CONCEPT / CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment StanDay 09			
STANDARD / CONCEPT / CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment StanDARD / CONCEPT /		MA.CCRA.W.	
SKILL organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT /	-		
audience. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6.		CCRA.W.4.	
WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment	SKILL		
• Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment			audience.
• Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment			WritingCity
Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment			
 Unit 3b: Day 02 Informative Writing Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. 			A Unit 3b: Day 01
Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment			
 Unit 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 			Reasons to Write
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			Reasons to Write • Unit 3b: Day 02
 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 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and 			Reasons to Ŵrite • Unit 3b: Day 02 Informative Writing
More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6.			Reasons to Ŵrite • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03
Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6.			Reasons to Ŵrite • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively
• Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Ŵrite • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04
Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6.			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05
• Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again
More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06
• Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types
Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07
• Unit 3b: Day 09 Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences
Formal Writing Assessment STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08
STANDARD / CONCEPT / CCRA.W.6. Use technology to produce and publish writing and to interact and			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences
			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09
SKILL collaborate with others.			Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment
	STANDARD / CONCEPT /	CCRA.W.6.	Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment Use technology to produce and publish writing and to interact and

FOCUS / COURSE	MA.CCRA.W.	WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist • Unit 6: Day 10 Scoring Research College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STANDARD / CONCEPT / SKILL	CCRA.W.8.	 When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity Unit 6: Day 01 Become a Researcher Unit 6: Day 02 Continue Researching Unit 6: Day 04 More Revising Unit 6: Day 05 Thinking About Topics Unit 6: Day 06 More Topics Unit 6: Day 09 The Checklist
STANDARD / CONCEPT / SKILL	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics

FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	MA.CCRA.W.	 Unit 6: Day 06 More Topics Unit 6: Day 09 The Checklist College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WritingCity Unit 6: Day 01 Become a Researcher Unit 6: Day 02 Continue Researching Unit 6: Day 04 More Revising Unit 6: Day 05
		Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. WritingCity Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 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 03 Write Informatively • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment

		 Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 04 Write a Rhyme Unit 6: Day 10 Scoring Research
FOCUS / COURSE	MA.W.K.	Kindergarten Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces that 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). <u>WritingCity</u> • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. <u>WritingCity</u> • 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
FOCUS / COURSE	MA.W.K.	Kindergarten Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05

FOCUS / COURSE	MA.W.K.	Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist Kindergarten Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STANDARD / CONCEPT / SKILL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
FOCUS / COURSE	MA.L.K.	Kindergarten Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words

	1	11-11 0-1 D-1 00
		• 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
FOCUS / COURSE	MA.L.K.	Kindergarten Language Standards [L]
STRAND	MAL.N.	Conventions of Standard English
		<u> </u>
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
		WritingCity
		• Unit 1: Day 01
		Becoming a Writer
		• Unit 1: Day 02 Pre-Writer
		Unit 1: Day 03
		Early Writer
		• Unit 1: Day 04
		Emergent Writer
		• Unit 1: Day 05
		Developing Writer
		• Unit 1: Day 06
		Transitional Writer
		• Unit 2a: Day 01
		Picture Planning
		• Unit 2a: Day 02
		Draw and Write
		• Unit 2a: Day 03
		Draw and Write Part 2
		• Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		Draw and Write Part 4
		• Unit 2a: Day 06
		Draw and Write Part 5
		• Unit 2a: Day 07
		Draw and Write Part 6
		• Unit 2a: Day 08
	11	Glows and Grows
		• Unit 2a: Day 09
		Find the Glows and Grows
		Find the Glows and Grows • Unit 2a: Day 10
		Find the Glows and Grows • Unit 2a: Day 10 Let's Write
		Find the Glows and Grows • Unit 2a: Day 10 Let's Write • Unit 2b: Day 01
		Find the Glows and Grows • Unit 2a: Day 10 Let's Write

	WritingCity Unit 3a: Day 08
L.K.2.b.	Capitalize the first word in a sentence and the pronoun I.
	• Unit 5: Day 06 Opposites
	Color Words Rhymes
	• Unit 5: Day 05
	Write a Rhyme
	• Unit 5: Day 04
	• Unit 5: Day 03 Poetry Book
	More, More, More
	• Unit 5: Day 02
	• Unit 5: Day 01 Poems, Poems, Poems
	Formal Writing Assessment
	Even More Sentences • Unit 3b: Day 09
	Unit 3b: Day 08 Even More Sentences
	More Sentences
	Sentence Types • Unit 3b: Day 07
	• Unit 3b: Day 06
	Inform Again
	More Information • Unit 3b: Day 05
	• Unit 3b: Day 04
	Write Informatively
	The Checklist • Unit 3b: Day 03
	Unit 3a: Day 10 The Checklist
	The Pronoun "I"
	New Writing Topics Unit 3a: Day 09
	Unit 3a: Day 08
	Find the Words
	Time to Write • Unit 3a: Dav 07
	Unit 3a: Day 06 Time to Write
	High Frequency Word Masters
	Even More High Frequency Words Unit 3a: Day 05
	Unit 3a: Day 04 Even More High Frequency Words
	More High Frequency Words
	• Unit 3a: Day 03
	Unit 3a: Day 02 High Frequency Words
	Word Wall
	• Unit 3a: Day 01
	• Unit 2b: Day 09 Scoring Writing
	The Checklist
	• Unit 2b: Day 08
	• Unit 2b: Day 07 Writers R Us
	Write? Right!
	• Unit 2b: Day 06
	• Unit 2b: Day 05 Just Keep Writing
	Write On!
	• Unit 2b: Day 04
	Unit 2b: Day 03 Keep On Writing

New Writing Topics • Unit 3a: Day 10 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informative Writing • Unit 3b: Day 06 More Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 03 The Best - Part III • Unit 4: Day 05 The Best - Part III • Unit 4: Day 07 The Best - Part III • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 09 State Your Opinion • Unit 4: Day 01 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 03 Poetry Book
The Pronoun ⁵ " • Unit 3a: Day 10 The Checklist • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part III • Unit 4: Day 07 The Best - Part III • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 09 State Your Opinion • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 09 State Your Opinion • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 09 State Your Opinion • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 03
 Unit 3: Day 10 The Checklist Unit 3b: Day 01 Reasons to Write Unit 3b: Day 02 Informative Writing Unit 3b: Day 04 Write Information Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 08 Even More Sentences Unit 3b: Day 02 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 06 The Best - Part II Unit 4: Day 07 The Best - Part II Unit 4: Day 07 The Best - Part II Unit 4: Day 09 State Your Opinion Unit 4: Day 09 The Best - Part II Unit 4: Day 09 The Best - Part II Unit 4: Day 09 The Best - Part II Unit 4: Day 09 The Best - Part II Unit 4: Day 09 The Best - Part II Unit 4: Day 06 The Best - Part II Unit 4: Day 07 The Best - Part II Unit 4: Day 08 Your Favorite Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 01 The Checklist Unit 5: Day 02 More, More Unit 5: Day 03
The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 04 More Information • 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 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best - Part II • Unit 4: Day 06 The Best - Part II • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 07 The Best - Part V • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 00 State Your Opinion • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03
 Unit 3b: Day 01 Reasons to Write Unit 3b: Day 02 Informative Writing Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 08 Formal Writing Assessment Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part IV Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 09 State Your Opinion Unit 4: Day 09
Reasons to Ŵrite • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 04 The Best • Unit 4: Day 05 The Best - Part II • Unit 4: Day 06 The Best - Part II • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 5: Day 01 The Checklist • Unit 5: Day 02 More, More, More • Unit 5: Day 03
 • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 03 That's Your Opinion • Unit 4: Day 04 The Best - Part II • Unit 4: Day 06 The Best - Part II • Unit 4: Day 06 The Best - Part II • Unit 4: Day 07 The Best - Part II • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 Tormal Writing Assessment • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part II • Unit 4: Day 06 The Best - Part II • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 09 More Part V • Unit 4: Day 09 Ore Favorite • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03
Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part II • Unit 4: Day 05 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03
 • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 07 The Best - Part III • Unit 4: Day 07 The Best - Part III • Unit 4: Day 07 The Best - Part III • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 09 State Your Opinion • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03
Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part III • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 01 The Checklist • Unit 5: Day 02 More, More, More • Unit 5: Day 03
 Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 02 That's Your Opinion Unit 4: Day 03 The Best - Part II Unit 4: Day 06 The Best - Part III Unit 4: Day 06 The Best - Part III Unit 4: Day 07 The Best - Part III Unit 4: Day 08 Your Favorite Unit 4: Day 09 The Best - Part III Unit 4: Day 07 The Best - Part III Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 01 The Checklist Unit 5: Day 02 More, More, More Unit 5: Day 03
More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 09 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 01 The Checklist • Unit 5: Day 03
 Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 03 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part V Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 01 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 01 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 03
Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 02 The Best • Unit 4: Day 04 The Best • Unit 4: Day 05 The Best - Part II • Unit 4: Day 06 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 01 The Checklist • Unit 5: Day 03
 Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 02 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 06 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 08 Your Favorite Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 01 The Checklist Unit 4: Day 01 Poems, Poems Unit 5: Day 03
Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 02 The Best • Unit 4: Day 03 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 01 The Checklist • Unit 5: Day 02 More, More • Unit 5: Day 03
 Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 02 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part III Unit 4: Day 07 The Best - Part IV Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 03
More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 05 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More
 Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 02 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 05 The Best - Part IV • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03
 Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 02 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your 09 State Your 09 State Your 09 State Your 00 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
 Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Vore, More Unit 5: Day 03
The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
 Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 02 More, More Unit 5: Day 03
The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03
 Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
 Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
 Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
 Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
 Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
Unit 5: Day 01 Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 03
Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03
Unit 5: Day 02 More, More Unit 5: Day 03
More, More • Unit 5: Day 03
• Unit 5: Day 03
Poetry Book
• Unit 5: Day 04
Write a Rhyme
• Unit 5: Day 05
Color Words Rhymes
• Unit 5: Day 06
Opposites
• Unit 6: Day 06
More Topics
• Unit 6: Day 10
Scoring Research
INDICATOR L.K.2.d. Write a letter or letters for most consonant and short-vowel sour
(phonemes).
WritingCity
• Unit 1: Day 01
Becoming a Writer
• Unit 1: Day 02
Pre-Writer

• Unit 1: Day 03	
Early Writer	
• Unit 1: Day 04	
Emergent Writer	
• Unit 1: Day 05	
Developing Writer	
• Unit 1: Day 06	
Transitional Writer	
• Unit 2a: Day 01	
Picture Planning	
• Unit 2a: Day 02	
Draw and Write	
• Unit 2a: Day 03	
Draw and Write Par	2
• Unit 2a: Day 04	
Draw and Write Par	3
• Unit 2a: Day 05	
Draw and Write Par	4
• Unit 2a: Day 06	
Draw and Write Par	5
• Unit 2a: Day 07	
Draw and Write Par	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 Ow	n
• Unit 2b: Day 02	••
Sharing Your Writir	a
• Unit 2b: Day 03	9
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	and a
High Frequency Wo	ras
• Unit 3a: Day 03	
More High Frequen	cy Words
• Unit 3a: Day 04	
Even More High Fre	quency Words
• Unit 3a: Day 05	
High Frequency Wo	rd Masters
• Unit 3a: Day 06	
Time to Write	
• Unit 3a: Day 07	
Find the Words	
• Unit 3a: Day 08	
New Writing Topics	
• Unit 3a: Day 09	
The Pronoun "I" • Unit 3a: Day 10	

		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 03
		Poetry Book
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
		• Unit 5: Day 06
		Opposites
INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-
		letter relationships.
		WritingCity
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		ingrificquency word musicis
		a Unit 20: Day 06
		Unit 3a: Day 06 Time to Write
		Time to Write
		Time to Write • Unit 3a: Day 07
		Time to Write • Unit 3a: Day 07 Find the Words
		Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08
		Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics
		Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09
		Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I"
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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

FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	MA.L.K. L.K.5.	Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More Unit 5: Day 04 Write a Rhyme Unit 6: Day 10 Scoring Research Kindergarten Language Standards [L] Vocabulary Acquisition and Use With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 07 More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 06
INDICATOR	L.K.5.d.	Opposites Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words

• Unit 3a: Day 03
More High Frequency Words
• Unit 3a: Day 04
Even More High Frequency Words
• Unit 3a: Day 05
High Frequency Word Masters
• Unit 3a: Day 06
Time to Write
• Unit 3a: Day 07
Find the Words
• Unit 3a: Day 08
New Writing Topics
• Unit 3a: Day 09
The Pronoun "I"
• Unit 3a: Day 10
The Checklist
• Unit 3b: Day 03
Write Informatively
• Unit 3b: Day 04
More Information
• Unit 3b: Day 05
Inform Again
• Unit 3b: Day 06
Sentence Types
• Unit 3b: Day 07
More Sentences
• Unit 3b: Day 08
Even More Sentences
• Unit 3b: Day 09
Formal Writing Assessment
• Unit 5: Day 05
Color Words Rhymes
,,

Massachusetts Curriculum Frameworks

Language Arts

FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement

		• Unit 3: Day 10
		Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum
		• Unit 3: Day 12
		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
STANDARD / CONCEPT /	CCRA.W.3.	Write narratives to develop experiences or events using effective
SKILL		literary techniques, well-chosen details, and well-structured
		sequences.
		WritingCity
		Unit 2a: Day 01
		Engaging Topics
		• Unit 2a: Day 02
		Plan and Write
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook
		• Unit 2a: Day 05
		The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write
		• Unit 2a: Day 09
		Exclamation!
		• Unit 2a: Day 10
		Questions?
		• Unit 2a: Day 11
		Voice Through Humor
		• Unit 2a: Day 12
		Recounting Events
		• Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 01
		Planning a BME Writing Piece
		• Unit 2b: Day 02
		Writing a BME Piece
		• Unit 2b: Day 03
		Thinking about Spelling
		• Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08
		Temporal Words
		• Unit 2b: Day 09
		First, Second, Third
		• Unit 2b: Day 10
1 11		Revising

		 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 10 Assessment Writing
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 09 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 14 Score with a Rubric • Unit 2a: Day 01 Planning a BME Writing Piece • Unit 2b: Day 02

Writing a BME Piece
• Unit 2b: Day 03
Thinking about Spelling
• Unit 2b: Day 04
Remembering End Punctuation
• Unit 2b: Day 05
Fluffy the Cat
• Unit 2b: Day 06
Nouns
• Unit 2b: Day 07
Glows and Grows
• Unit 2b: Day 08
Temporal Words
• Unit 2b: Day 09
First, Second, Third
Unit 2b: Day 10
Revising
• Unit 2b: Day 11
Applying the Focus Skills
• Unit 2b: Day 12
Revising with a Peer
• Unit 2b: Day 13
Revising Questions
• Unit 2b: Day 14
Remembering the Focus Skills
• Unit 2b: Day 15
Writing Assessment
• Unit 3: Day 01
Why do we Write?
• Unit 3: Day 02
Reasons to Write
• Unit 3: Day 04
What is a Fact?
• Unit 3: Day 05
Planning for Informative Writing
• Unit 3: Day 06
Writing to Inform
• Unit 3: Day 07
Introductory Sentence
• Unit 3: Day 08
Past Tense Verbs
• Unit 3: Day 09
Concluding Statement
• Unit 3: Day 10
Pronouns
• Unit 3: Day 11
Sarah Went to the Museum
• Unit 3: Day 12
Adding a Conclusion
• Unit 3: Day 13
Planning the Writing Assessment
• Unit 3: Day 14
Informative/Explanatory Writing
• Unit 5: Day 01
4 Ws
• Unit 5: Day 02
Planning with 4 Ws
• Unit 5: Day 03
Revising a Peer's 4 W Piece
• Unit 5: Day 04
Narrative Writing with 4 Ws
• Unit 5: Day 05
The Candy House
• Unit 5: Day 06
Expand a Sentence

		Unit 5: Day 10 Assessment Writing
STANDARD / CONCEPT / SKILL	CCRA.W.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>WritingCity</u> • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment • Unit 6: Day 10 Editing Checklist
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / CONCEPT / SKILL	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment

FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STRAND STANDARD / CONCEPT / SKILL	CCRA.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WritingCity • Unit 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 10 The Best Thing to Do With a Friend • 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 03 Write The sess • Unit 6: Day 04 Verb Tenses • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 06
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>WritingCity</u> • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06

		Things and Places
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook • Unit 2a: Day 05
		The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write • Unit 2a: Day 12
		Recounting Events
		• Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07 Glows and Grows
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 5: Day 07
		Editing
		• Unit 5: Day 08
		The Editing Checklist
		• Unit 5: Day 09 Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 10
		Editing Checklist
FOCUS / COURSE	MA.RF.1.	
		Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
STRAND STANDARD / CONCEPT /		Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14
STRAND STANDARD / CONCEPT / SKILL	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03

		 Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist
FOCUS / COURSE	MA.W.1.	Grade 1 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.1.	Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 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 12 Revising the Assessment Writing
STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05

		Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
FOCUS / COURSE	MA.W.1.	Grade 1 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>WritingCity</u> • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment • Unit 6: Day 10 Editing Checklist
FOCUS / COURSE	MA.L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences. <u>WritingCity</u> • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing

EXPECTATION	L.1.1.d.	Use verbs in sentences to convey a sense of past, present, and future. <u>WritingCity</u> • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 11 Sarah Went to the Museum
FOCUS / COURSE	MA.L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns. WritingCity • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising Questions • Unit 2b: Day 12 Revising Questions • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 04 What is a Fact? • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 05 Planning for Inform • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03
EXPECTATION	L.1.1.f.	What Will You Need? Use personal, possessive, and indefinite pronouns. WritingCity • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 10 Pronouns • Unit 3: Day 11

		Sarah Went to the Museum
		• Unit 3: Day 12
		Adding a Conclusion
		Unit 3: Day 13 Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 05
		Adjectives • Unit 4: Day 06
		Reviewing the Focus Skills
		• Unit 4: Day 11
		Assessment Writing
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs,
		conjunctions, and articles.
		WritingCity
		• Unit 3: Day 12
		Adding a Conclusion
		Unit 3: Day 13 Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 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
		• Unit 6: Day 02
		The "How To" Plan
		• 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
FOCUS / COURSE	MA.L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.
		WritingCity • Unit 2a: Day 01
INDICATOR	L.1.2.a.	WritingCity

	1	Engaging Tonico
		Engaging Topics • Unit 2a: Day 02
		Plan and Write
		Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook
		• Unit 2a: Day 05
		The Doctor's Office
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
		WritingCity
		• Unit 2a: Day 08
		Picture, Plan and Write
		• Unit 2a: Day 09
		Exclamation!
		Unit 2a: Day 10 Questions?
		• Unit 2a: Day 11
		Voice Through Humor
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling
		• Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 4: Day 02
		Prepositions
		• Unit 4: Day 03
		Stating your Opinion
		• Unit 4: Day 04
		Using Prepositions
		• Unit 4: Day 09
		Writing with Prepositions
		• Unit 4: Day 10
		The Best Thing to Do With a Friend
		• Unit 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
INDICATOR	L.1.2.c.	Capitalize the names of months and people.
		WritingCity
		• Unit 2a: Day 03
		Topics and Planning
		Topics and Planning • Unit 2a: Day 07
		Topics and Planning • Unit 2a: Day 07 Including Characters
		Topics and Planning • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08
		Topics and Planning • Unit 2a: Day 07 Including Characters

		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 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 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Intreducting • Unit 5: Day 07 The Candy House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 02 The "How To" Plan
INDICATOR	L.1.2.d.	Use commas in dates and to separate individual words in a series.
	L. I.Z.U.	WritingCity • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 07 Assessment Writing

		Unit 6: Day 08 Finishing the Assessment
INDICATOR	L.1.2.e.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		WritingCity
		• Unit 1: Day 01
		Learn More About Writing
		• Unit 1: Day 02
		We Are Writers
		Unit 1: Day 03 Sound Cond Bings
		Sound Card Bingo • Unit 1: Day 04
		Transitional Writer
		Unit 1: Day 05
		People and Events
		• Unit 1: Day 06
		Things and Places
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04 The Hook
		• Unit 2a: Day 05
		The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write
		Unit 2a: Day 12 Recounting Events
		• Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling
		Unit 2b: Day 04
		Remembering End Punctuation Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 5: Day 07
		Editing
		Unit 5: Day 08 The Editing Checklist
		• Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 10
		Editing Checklist
NDICATOR	L.1.2.f.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		WritingCity
		• Unit 1: Day 01
		Learn More About Writing

FOCUS / COURSE STRAND	MA.L.1.	 Unit 1: Day 02 We Are Writers Unit 1: Day 03 Sound Card Bingo Unit 1: Day 04 Transitional Writer Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 2: Day 04 The Hook Unit 2: Day 04 The Doctor's Office Unit 2: Day 05 The Doctor's Office Unit 2: Day 06 Think About Spacing Unit 2: Day 07 Including Characters Unit 2: Day 08 Picture, Plan and Write Unit 2: Day 12 Recounting Events Unit 2: Day 13 The Checklist Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 07 Glows and Grows Unit 2b: Day 07 Glows and Grows Unit 2b: Day 08 The 2b Day 07 Glows and Grows Unit 2b: Day 07 Glows and Grows Unit 2b: Day 08 The Zhecklist Unit 2b: Day 07 Glows and Grows Unit 2b: Day 08 The Zhecklist Unit 2b: Day 07 Glows and Grows Unit 2b: Day 08 The Zhecklist Unit 5: Day 09 Peer Editing Unit 5: Day 09 Peer Editing Checklist Unit 5: Day 09 Peer Editing Checklist Unit 5: Day 10 Editing Checklist Unit 6: Day 10 Editing Checklist
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. <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

Massachusetts Curriculum Frameworks

Language Arts

Grade: 2 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
	MA.CCRA.W.	Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11
		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

FOCUS / COURSE	MA.CCRA.W.	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 College and Career Readiness Anchor Standards for Writing
STANDARD / CONCEPT / SKILL	CCRA.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Review Focus Skills • Unit 2: Day 03 Narrative Writing: Revising by Adding Details • Unit 2: Day 03 Narrative Writing: Revising by Adding Details • Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 08 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 09 Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3: Day 03 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3: Day 04 Writing the 2 Paragraph Planning Sheet • Unit 3: Day 03 2 Paragraph Planning • Unit 3: Day 04 Writing 2 Paragraphs • Unit 3: Day 05 Revising to Add Adjectives and Adverbs • Unit 3: Day 06 Revising to Add Adjectives and Adverbs • Unit 3: Day 07 Glows and Grows • Unit 3: Day 08 Write Informative Text Part 1

		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 10
		Revising Checklist
		• Unit 3a: Day 11
		Formal Writing Assessment: Plan
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3b: Day 01
		Facts and Opinions
		Unit 3b: Day 02 Defining Nauro
		Defining Nouns
		Unit 3b: Day 03 Defining Nouns Part 2
		• Unit 3b: Day 04
		Writing a Conclusion
		• Unit 3b: Day 05
		Varying Sentences
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 12
		Formal Writing Assessment: Planning
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 3b: Day 17
		Formal Writing Assessment: Publishing
		• Unit 5: Day 01
		Planning with a Story Strip Day 1
		• Unit 5: Day 02
		Planning with a Story Strip Day 2
		• Unit 5: Day 03
		Writing in the Past Tense Day 1
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 05
		Adjectives
		• Unit 5: Day 06
		Possessive and Plural Nouns
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		Unit 5: Day 12
		Using Temporal Words
		Unit 6: Day 06 Development Planning Sheet, Part 4
		4 Paragraph Planning SheetPart 1
		Unit 6: Day 07 Department Planning Shoet, Part 2
		4 Paragraph Planning SheetPart 2
		Unit 6: Day 08 Formal Writing Accessment Part 1
		Formal Writing Assessment Part 1
		Unit 6: Day 09 Formal Writing Assessment Part 2
L		
STANDARD / CONCEPT /	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising,
SKILL		editing, rewriting, or trying a new approach.

		WritingCity
		Unit 1: Day 01 Catting Deads to Writes Tenice
		Getting Ready to Write: Topics Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 07
		Glows and Grows • Unit 3a: Day 10
		Revising Checklist
		• Unit 3a: Day 13
		Scoring with a Rubric
		• Unit 3b: Day 03
		Defining Nouns Part 2
		• Unit 3b: Day 08
		Revising with a Checklist
		• Unit 3b: Day 09 Planning
		• Unit 3b: Day 10
		Writing 2 Paragraphs
		• Unit 3b: Day 11
		Editing
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 3b: Day 16
		Formal Writing Assessment: Scoring
		 Unit 4: Day 04 Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
		Unit 4: Day 15 Control Writing Accessory on the Section with a Dubric
		Formal Writing Assessment: Scoring with a Rubric Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 08
		Peer Revision
		Unit 5: Day 11
		Formal Writing Assessment: Revising
		• Unit 5: Day 12
		Using Temporal Words
		 Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
		• Unit 6: Day 11
		Formal Writing Assessment: Scoring with a Rubric
STANDARD / CONCEPT /	CCRA.W.6.	Use technology to produce and publish writing and to interact and
SKILL	001(A.W.0.	collaborate with others.
		WritingCity
		• Unit 4: Day 06
		Publishing
		Unit 4: Day 14 Earmal Writing Assocsment: Publishing
		Formal Writing Assessment: Publishing Unit 5: Day 13
	11	
		Formal Writing Assessment: Scoring with a Rubric
		Formal Writing Assessment: Scoring with a Rubric • Unit 6: Day 01

		Unit 6: Day 03 Adjectives
		• Unit 6: Day 05
		Research Resources • Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		Unit 6: Day 12 Formal Writing Assessment: Publishing
	MA.CCRA.W.	
FOCUS / COURSE	WA.CCKA.W.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STANDARD / CONCEPT /	CCRA.W.8.	When conducting research, gather relevant information from
SKILL		 multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 13 Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
		• Unit 6: Day 01
		Writing Definitions
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 05
		Research Resources • Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07
		Glows and Grows

		1
		Unit 3a: Day 10 Devicing Checklist
		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 Devicing and Editing with a Checklist
		Revising and Editing with a Checklist • Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
		• Unit 4: Day 15
		Formal Writing Assessment: Scoring with a Rubric
		• Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 08
		Peer Revision
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		• Unit 5: Day 12
		Using Temporal Words • Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
		• Unit 6: Day 11
		Formal Writing Assessment: Scoring with a Rubric
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
	MA.CCRA.L.	
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions
		• Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		Unit 5: Day 06 Bessessive and Bluvel Neuroe
		Possessive and Plural Nouns
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	MA.W.2.	WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns Grade 2 Writing Standards [W]
STANDARD / CONCEPT / SKILL	W.2.2.	Text Types and Purposes Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. WritingCity • • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising to Add Adjectives and Adverbs • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3a: Day 03 Defining Nouns • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 04

 Unit 3b: Day 17 Formal Writing Assessment: Publishing Unit 3b: Day 06 A Paragraph Planning Shet-Part 1 Unit 6: Day 08 A Paragraph Planning Shet-Part 2 Unit 6: Day 09 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 2 FOCUS / COURSE MA.W.2. Grade 2 Writing Shardards (W) STANDO Production and Distribution of Writing STANDA Produce writing in which the development and organization are appropriate to task, purpose, and audience, (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 2 Unit 3a: Day 10 Revising Checklist Unit 3b: Day 12 Formal Writing Assessment: Plan Formal Writing Assessment: Plan Formal Writing Assessment: Plan Unit 3b: Day 14 Formal Writing Assessment: Plan 14<th></th><th>1</th><th></th>		1	
 I unit 6: Day 06 Paragraph Planning Sheet-Part 1 Unit 8: Day 07 Paragraph Planning Sheet-Part 2 Unit 8: Day 08 Formal Writing Assessment Part 1 Unit 3: Day 08 Produce Writing I shall be development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity Unit 3:: Day 06 Writing City Unit 3:: Day 06 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity Unit 3:: Day 01 Introducing the 2 Paragraph Planning Sheet Unit 3:: Day 05 Revising to Add Adjectives and Adverbs Unit 3:: Day 05 Revising Checklist Unit 3:: Day 06 Revising Checklist Unit 3:: Day 07 Glows and Grows Unit 3:: Day 08 Write Informative Text Part 1 Unit 3:: Day 09 Writing Assessment: Plan Unit 3:: Day 04 Revising Checklist Unit 3:: Day 04 Revising Checklist Unit 3:: Day 04 Revising Checklist Unit 3:: Day 04 Grade and Opinions Unit 3:: Day 04 Grade and Opinions Unit 3:: Day 04 Paragraph Planning Nouns Part 2 Unit 3:: Day 04 Paragraph Planning Nouns Part 2 Unit 3:: Day 07 Practicing With Start and Long Sentences Unit 3:: Day 09 Presticing With Satesment: Planiong Unit 3:: Day 09 Practicing With Satesment: Planing Unit 3:: Day 09 Practis and Vith Satesment: Planing			
4 Paragraph Planning Sheet-Part 1 + Unit 6: Day 07 4 Paragraph Planning Sheet-Part 2 + Unit 6: Day 08 Formal Writing Assessment Part 1 + Unit 6: Day 09 Formal Writing Assessment Part 2 FOCUSS / COURSE MA.W.2. Grade 2 Writing Standards [W] STANDARD / CONCEPT / STANDARD / CONCEPT / W2.4. Production and Distribution of Writing appropriate to task, purpose, and audinec. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet + Unit 3a: Day 02 Plural Nours - Unit 3a: Day 03 2 Paragraph Planning - Unit 3a: Day 04 Writing 1 Planning Sheet - Unit 3a: Day 05 Revising Checklist - Unit 3a: Day 05 Revising Checklist - Unit 3a: Day 06 Revising Checklist - Unit 3a: Day 07 Glows and Grows - Unit 3a: Day 04 Write Informative Text Part 2 - Unit 3a: Day 12 </td <td></td> <td></td> <td></td>			
 I unit 6: Day 07 I unit 6: Day 07 I Paragraph Planning Sheet-Part 2 Unit 6: Day 08 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 2 FOCUS / COURSE MA.W.2. Grade 2 Writing Standards [W] STRANAD Produce 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.) WritinaCity V 2.4. Produce writing types are defined in standards 1–3 above.) Writina 2: Day 02 Pural Nouns Unit 3a: Day 04 Writing 2 Paragraph Planning Sheet Unit 3a: Day 04 Writing 2 Paragraph Planning Unit 3a: Day 05 Revising to Ad Adjectives and Adverbs Unit 3a: Day 05 Revising to Ad Adjectives and Adverbs Unit 3a: Day 06 Revising to Ad 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 10 Revising Checklist Unit 3a: Day 12 Formal Writing Assessment: Plan Unit 3b: Day 12 Formal Writing Assessment: Plan Unit 3b: Day 12 Formal Writing Assessment: Plan Unit 3b: Day 04 Writing Informative Text Part 2 Unit 3b: Day 04 Writing Informative Text Part 2 Unit 3b: Day 10 Revising Checklist Unit 3b: Day 12 Formal Writing Assessment: Plan Unit 3b: Day 04 Writing Assessment: Plan Unit 3b: Day 04 Writing Assessment: Plan Unit 3b: Day 04 Writing Assessment: Plan Writing Checklist Unit 3b: Day 04 Writing Assessment: Plan Unit 3b: Day 04 Writing Assessment: Plan<td></td><td></td><td></td>			
+ Unit 6: Day 08 Formal Writing Assessment Part 1 + Unit 6: Day 09 Formal Writing Assessment Part 2 FOCUUS / COURSE MA.W.2. Crade 2 Writing Standards [W] STRADARD / CONCEPT / SKILL Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing in which the development and organization are appropriate to task. purpose, and audience. (Grade-specific expectations for writing in which the development and organization are appropriate to task. purpose, and audience. (Grade-specific expectations for writing in Ymethen and audience. (Grade-specific expectations for writing in Ymethen and Stations for writing in Ymethen and Stations for writing in Ymethen and Ymethen			• Unit 6: Day 07
Formal Writing Assessment Part 1 • Unit 6: Day 09 FOCUS / COURSE MA.W.2. Grade 2 Writing Standards WJ STANDA Production and Distribution of Writing STANDARD / CONCEPT / SKILL W2.4. Production and Distribution of Writing SKILL Production and Distribution of Writing Witing City • Unit 3:: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3:: Day 03 2 Paragraph Planning • Unit 3:: Day 04 Writing 2 Paragraph Planning • Unit 3:: Day 04 Writing 10 Add Adjectives and Adverbs • Unit 3:: Day 04 Writi 3: Day 05 Revising Checklist • Unit 3:: Day 04 Writing Assessment: Plan • Unit 3:: Day 05 Revising Checklist • Unit 3:: Day 06 Revising Checklist • Unit 3:: Day 07 Glows and Grows • Unit 3:: Day 08 Write Informative Text Part 1 • Unit 3:: Day 09 Write Informative Text Part 2 • Unit 3:: Day 04 Writing Assessment: Plan • Unit 3:: Day 05 Revising Checklist • Unit 3:: Day 04 Writing Assessment: Plan • Unit 3:: Day 05 Praduting As			
+ Unit 6: Day 09 FOCUUS / COURSE MA.W.2. Grade 2 Writing Standards [W] STRAND Producetion and Distribution of Writing STANDARD / CONCEPT / SKILL W.2.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.) WritingCity Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet Unit 3a: Day 03 2 Paragraph Planning Unit 3a: Day 04 Writing 2 Paragraph Planning Unit 3a: Day 04 Writing 2 Paragraph Planning Unit 3a: Day 05 Revising Checklist Unit 3a: Day 04 Writing Checklist Unit 3a: Day 05 Revising Checklist Unit 3a: Day 05 Writing Ghecklist Unit 3a: Day 04 Writing Checklist Unit 3a: Day 05 Writing Checklist Unit 3a: Day 05 Writing Checklist Unit 3a: Day 04 Writing Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3a: Day 12 Formal Writing Assessment: Plan Unit 3a: Day 12 Formal Writing Assessment: Plan Unit 3b: Day 04 Writing Conclusion Unit 3b: Day			
Formal Writing Standards IWI FOOUSE (COURSE MA.W.2. Grade 2 Writing Standards IWI STANDA Production and Distribution of Writing STANDARD (CONCEPT) W.2.4. SKILL Production to task, purpose, and audionce. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity I Unit 3:: Day 01 Introducing the 2 Paragraph Planning Sheet - Unit 3:: Day 03 2 Paragraph Planning - Unit 3:: Day 04 Writing Checklist - Unit 3:: Day 05 Revising Checklist - Unit 3:: Day 04 Write Informative Text Part 1 - Unit 3:: Day 05 Revising Checklist - Unit 3:: Day 06 Write Informative Text Part 1 - Unit 3:: Day 06 Write Informative Text Part 1 - Unit 3:: Day 06 Write Informative Text Part 1 - Unit 3:: Day 06 Write Informative Text Part 1 - Unit 3:: Day 06 Write Informative Text Part 2 - Unit 3:: Day 06 Write Informative Text Part 1 - Unit 3:: Day 04 Write Informative Text Part 2 - Unit 3:: Day 05 Prevent - Unit 3:: Day 04 Write Informative Text Part 2 - Unit 3:: Day 05			
FOCUS / COURSE MAW.2. Grade 2 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL W.2.4. Production and papropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Writing City • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 02 Plural Nouns 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing Checklist • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 11 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 11 • Unit 3a: Day 10 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3b: Day 10 <t< td=""><td></td><td></td><td></td></t<>			
STAND Production and Distribution of Writing STANDARD / CONCEPT / W.2.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity • Unit 3:: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3:: Day 02 Plural Nouns • Unit 3:: Day 03 2 Paragraph Planning • Unit 3:: Day 03 2 Paragraph Planning • Unit 3:: Day 04 Writing Checklist • Unit 3:: Day 05 Revising Checklist • Unit 3:: Day 06 Revising Checklist • Unit 3:: Day 07 Glows and Grows • Unit 3:: Day 01 Write Informative Text Part 1 • Unit 3:: Day 01 Revising Checklist • Unit 3:: Day 10 Revising Checklist • Unit 3:: Day 11 Formal Writing Assessment: Plan • Unit 3:: Day 11 Formal Writing Assessment : • Unit 3:: Day 12 Formal Writing Assessment : • Unit 3:: Day 12 Formal Writing Assessment : • Unit 3:: Day 14 Formal Writing Assessment : • Unit 3:: Day 10 * Unit 3:: Day 04 Writing Assessment : • Unit 3:: Day 106	FOCUS / COURSE	MAW 2	
STANDARD / CONCEPT / W.2.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 05 Revising Checklist • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 08 Write Informative Text Part 2 • Unit 3a: Day 08 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3b: Day 11 Formal Writing Assessment • Unit 3b: Day 10 Retax Day 10 Retax Day 10 Retax Day 10 • Unit 3b: Day 02 </th <th></th> <th></th> <th></th>			
SKILL appropriate to fask, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 05 Revising Checklist • Unit 3a: Day 06 Write Informative Text Part 1 • Unit 3a: Day 08 Write Informative Text Part 2 • Unit 3a: Day 01 Revising Checklist • Unit 3a: Day 04 Write Informative Text Part 2 • Unit 3a: Day 04 Write Informative Text Part 2 • Unit 3a: Day 04 Write Informative Text Part 2 • Unit 3a: Day 01 Revising Checklist • Unit 3b: Day 02 Defining Nouns Part 2 • Unit 3b: Day 02 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Writing Assessment: Planning 4 • Unit 3b: Day 06 Practicing Writh Short and Long Sentences • Unit 3b: Da		W 2 4	Ŭ
 Unit 3a: Day 01 Ihrroducing the 2 Paragraph Planning Sheet Unit 3a: Day 02 Plural Nouns Unit 3a: Day 03 2 Paragraph Planning Unit 3a: Day 04 Writing 2 Paragraphs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows Unit 3a: Day 10 Write Informative Text Part 1 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 06 Varying Sentences Unit 3b: Day 07 Practicling Planning a 2 Paragraph Plece Unit 3b: Day 07 Practicling Vitting Assessment: Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 12 Ormal Writing Assessment: Planning Unit 3b: Day 12 Pring Nouns Unit 3b: Day 04 Write Planning Nouns Part 2 Unit 3b: Day 04 Write Planning a 2 Paragraph Plece Unit 3b: Day 07 Practicling With Short and Long Sentences Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning Write Assessment: Planning Write Assessment: Planning Write Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning W		VV.2.4.	appropriate to task, purpose, and audience. (Grade-specific
Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 08 Write Informative Text Part 2 • Unit 3a: Day 108 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 10 Revising Checklist • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 04 Writig a Conclusion • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing Sentences • Unit 3b: Day 07 Practicing With Short and Long Sentences • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3a: Day 02 Pural Nouns Unit 3a: Day 03 2 Paragraph Planning Unit 3a: Day 04 Writing 2 Paragraphs Unit 3a: Day 06 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 06 Write Informative Text Part 1 Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 08 Write Informative Text Part 2 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Part 2 Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 07 Practicing Planning a 2 Paragraph Plece Unit 3b: Day 07 Practicing With Short and Long Sentences Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 14 Writis Day 04 Writis Planning Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing With Short and Long Sentences Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment: Planning Unit 3b: Day 14 			
Plural Nouns ⁶ • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 10 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns Part 2 • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varrying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 07 Practicing With Infort and Long Sentences • Unit 3b: Day 04 Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning			
 • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing Conclusion • Unit 3b: Day 04 Writing Solution • Unit 3b: Day 04 Writing Solution • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3b: Day 12 Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing Checklist • Unit 3b: Day 04 Writing 2 Paragraph Plece • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Plece • Unit 3b: Day 06 Practicing With Short and Long Sentences • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning • Unit 3b: Day 15 Formal Writing Assessment: Planning • Unit 3b: Day 16 Practicing Planning a 2 Paragraph Plece • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 12 Formal Writing Assessment • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing WithSort and Long Sentences • Unit 3b: Day 07 Practicing WithSort and Long Sentences • Unit 3b: Day 07 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 • Varying Sentences • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing With Short and Long Sentences • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 14 			
Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Varying Sentences • Unit 3b: Day 06 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 06 Varying Sentences • Unit 3b: Day 06 Varying Sentences • Unit 3b: Day 07 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 04 Writing Social Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 09 Planning Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planing Unit 3b: Day 14 Formal Writing Assessment: Planing Unit 3b: Day 14 			
Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing Part 2 • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 04 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Part 2 Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 06 Practicing Planning a 2 Paragraph Plece Unit 3b: Day 06 Practicing With Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 11 Formal Writing Assessment: Planning Unit 3b: Day 12 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment: Planning Formal Writing Assessment: Plan Unit 3b: Day 14 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment: Planning Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
 Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3b: Day 12 Formal Writing Assessment Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Part 2 Unit 3b: Day 05 Varying Sentences Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing Planning a 12 Formal Writing Assessment: Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			•
Write Informative Text Part 1• Unit 3a: Day 09Write Informative Text Part 2• Unit 3a: Day 10Revising Checklist• Unit 3a: Day 11Formal Writing Assessment: Plan• Unit 3a: Day 12Formal Writing Assessment• Unit 3b: Day 01Facts and Opinions• Unit 3b: Day 02Defining Nouns• Unit 3b: Day 03Defining Nouns• Unit 3b: Day 04Writing a Conclusion• Unit 3b: Day 05Varying Sentences• Unit 3b: Day 07Practicing Planning a 2 Paragraph Piece• Unit 3b: Day 07Practicing Planning Assessment: Planning• Unit 3b: Day 12Formal Writing Assessment: Planning• Unit 3b: Day 13Formal Writing Assessment: Planning• Unit 3b: Day 13Formal Writing Assessment: Planning• Unit 3b: Day 14Formal Writing Assessment: Planning• Unit 3b: Day 14Formal Writing Assessment: Planning• Unit 3b: Day 14			
 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3b: Day 12 Formal Writing Assessment Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 09 Planning Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14			
Write Informative Text Part 2• Unit 3a: Day 10Revising Checklist• Unit 3a: Day 11Formal Writing Assessment: Plan• Unit 3b: Day 01Facts and Opinions• Unit 3b: Day 02Defining Nouns• Unit 3b: Day 03Defining Nouns• Unit 3b: Day 04Writing a Conclusion• Unit 3b: Day 05Varying Sentences• Unit 3b: Day 06Practicing Planning a 2 Paragraph Piece• Unit 3b: Day 07Practicing Viting Assessment: Planning• Unit 3b: Day 08• Unit 3b: Day 09Planning• Unit 3b: Day 12Formal Writing Assessment - Part 1• Unit 3b: Day 14Formal Writing Assessment - Part 2			
 Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 09 Planning Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment: Planning Unit 3b: Day 14 			
 Unit 3a: Day 11 Formal Writing Assessment: Plan Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 			
Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 02 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			5
 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 09 Planning Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3b: Day 01 Facts and Opinions Unit 3b: Day 02 Defining Nouns Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment - Part 1 Unit 3b: Day 14 			
Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			5
 Unit 3b: Day 03 Defining Nouns Part 2 Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
 Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			• Unit 3b: Day 05
Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
 Unit 3b: Day 09 Planning Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			Planning
 Unit 3b: Day 13 Formal Writing Assessment - Part 1 Unit 3b: Day 14 Formal Writing Assessment - Part 2 			
Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2			
Unit 3b: Day 14 Formal Writing Assessment - Part 2			
Formal Writing Assessment - Part 2			
• Unit 3b: Day 15		11	

		Formal Writing Assessment: Revising and Editing • Unit 3b: Day 17 Formal Writing Assessment: Publishing • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2
FOCUS / COURSE	MA.W.2.	Grade 2 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
INDICATOR	W.2.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2). WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment • Unit 3b: Day 12 Formal Writing Assessment • Unit 3b: Day 03 Defining Nouns • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing With Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Plan • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 09 Planning • Unit 3b: Day 07 Practicing With Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning • Unit 3b: Day 15 Varying Sentences • Unit 3b: Day 04 Writing a Conclusion • Unit 3b: Day 04 Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning • Unit 3b: Day 15 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment: Planning • Unit 3b: Day 14 Formal Writing Assessment - Part 1

		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
		Unit 3b: Day 17 Formal Writing Assessment: Publishing
		• Unit 6: Day 06
		4 Paragraph Planning SheetPart 1 • Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		Unit 6: Day 08 Formal Writing Assessment Part 1
		• Unit 6: Day 09
FOCUS / COURSE	MA.W.2.	Formal Writing Assessment Part 2 Grade 2 Writing Standards [W]
STRAND	MA.W.2.	Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		WritingCity • Unit 4: Day 06 Publishing
		 Unit 4: Day 14 Formal Writing Assessment: Publishing Unit 5: Day 13
		Formal Writing Assessment: Scoring with a Rubric
		• Unit 6: Day 01 Writing Definitions
		• Unit 6: Day 02
		Collective Nouns Unit 6: Day 03
		Adjectives
		Unit 6: Day 05 Research Resources
		• Unit 6: Day 06 4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2 • Unit 6: Day 12
		Formal Writing Assessment: Publishing
FOCUS / COURSE	MA.W.2.	Grade 2 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
		WritingCity • Unit 6: Day 01
		Writing Definitions
		Unit 6: Day 02 Collective Nouns
		Unit 6: Day 03 diactives
		Adjectives • Unit 6: Day 05
		Research Resources
		 Unit 6: Day 06 4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07 4 Paragraph Planning SheetPart 2
STANDARD / CONCEPT /	W.2.8.	Recall information from experiences or gather information from
SKILL		provided sources to answer a question.
L	11	η]

		WritingCity• Unit 3b: Day 02Defining Nouns• Unit 3b: Day 03Defining Nouns Part 2• Unit 3b: Day 06Practicing Planning a 2 Paragraph Piece• Unit 3b: Day 07Practicing with Short and Long Sentences• Unit 3b: Day 09Planning• Unit 3b: Day 13Formal Writing Assessment - Part 1• Unit 3b: Day 14Formal Writing Assessment - Part 2• Unit 3b: Day 15Formal Writing Assessment: Revising and Editing• Unit 6: Day 01Writing Definitions• Unit 6: Day 02Collective Nouns• Unit 6: Day 05Research Resources• Unit 6: Day 064 Paragraph Planning SheetPart 2
FOCUS / COURSE	MA.L.2.	
STRAND	WIA.L.Z.	Grade 2 Language Standards [L] Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. WritingCity • Unit 1: Day 04 Traits: Voice • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 03 Adjectives • Unit 6: Day 04

FOCUS / COURSE STRAND STANDARD / CONCEPT /	MA.L.2.	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 Grade 2 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English
SKILL		grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns. WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 02 Defining Nouns • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 02 Collective Nouns • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION	L.2.1.d.	Use reflexive pronouns. WritingCity • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 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

EXPECTATION	L.2.1.e.	Form and use the past tense of frequently occurring irregular verbs. WritingCity • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03
		Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
FOCUS / COURSE	MA.L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.b.	Capitalization, punctuation, and spening when writing.
		WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
INDICATOR	L.2.2.c.	Use commas in greetings and closings of letters. <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 • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2

		 Unit 3a: Day 12 Formal Writing Assessment Unit 4: Day 08 Contractions Unit 4: Day 09 Revising and Editing Unit 4: Day 11 Formal Writing Assessment: Planning Unit 4: Day 12 Formal Writing Assessment Unit 4: Day 13 Formal Writing Assessment: Revising and Editing Unit 5: Day 06 Possessive and Plural Nouns Unit 5: Day 07 Revising to Add Adjectives and Details Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 10 Formal Writing Assessment
	L.2.2.e.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <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
INDICATOR	L.2.2.f.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <u>WritingCity</u> • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
FOCUS / COURSE	MA.L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.2.4.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <u>WritingCity</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2

	• Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns
	Grade 2 Language Standards [L]
	Vocabulary Acquisition and Use
	Demonstrate understanding of word relationships and nuances in word meanings.
2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). WritingCity • Unit 1: Day 04 Traits: Voice • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 09 Write Informative Text Part 2 • 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 07 Revising to Add Adjectives and Details • 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 1 • Unit 6: Day 10 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment Part 1 • Unit 6: Day 10 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
	.2.5. .2.5.b.

Massachusetts Curriculum Frameworks

Language Arts

Grade: 3 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
		WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals

STANDARD / CONCEPT / SKILL	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>WritingCity</u> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. WritingCity
		Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 12 Becomes to Text. A Tests of Two
		Response to Text- A Taste of Two • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <u>WritingCity</u> • Unit 4: Day 13 Response to Text- Comparing Two Texts
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	CCRA.R.10.	Independently and proficiently read and comprehend complex literary and informational texts.
		WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	CCRA.W.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
L		WritingCity

• Unit 1: Day 02	
6 Traits: Ideas	
• Unit 1: Day 03	
6 Traits: Organizat	on
• Unit 2: Day 04	
Using Dialogue to	Develop Characters
• Unit 2: Day 05	
Sequencing and Li	nking Words
• Unit 2: Day 06	
Writing with Emoti	on
• Unit 2: Day 07	
Writing the Whole	Story
• Unit 2: Day 08	-
Planning	
• Unit 2: Day 09	
How to Bait a Read	er
• Unit 2: Day 10	
Catchy Closures	
• Unit 2: Day 12	
Writing From Expe	rience
• Unit 2: Day 14	
RevisingGlows a	nd Grows
• Unit 3a: Day 01	
Informational Writi	na
• Unit 3a: Day 03	ing
Narrative vs. Non-I	larrativo
• Unit 3a: Day 04	Variative
Voice	
Unit 3a: Day 07	
Wrap-Up Conclusio	ons
Unit 3a: Day 08	
Score and Organiz	8
• Unit 3a: Day 10	and Diamaina
Teacher Modeling	and Planning
• Unit 3a: Day 11	
Special Place	
• Unit 3a: Day 12	
Revising with A.R.	W.S.
Unit 3a: Day 13	-
Editing and Scorin	y
Unit 3b: Day 03	and Details
Facts, Definitions,	anu Details
• Unit 3b: Day 04	tion Words
Linking and Transi	
• Unit 3b: Day 05	
Voice and Word Ch	loice
• Unit 3b: Day 07	1
Revisiting Conclus	ions
Unit 3b: Day 09	
Planning Sheets	
• Unit 3b: Day 10	
Formal Writing Ass	sessment
• Unit 3b: Day 11	
Revising with A.R.	VI.5
• Unit 5: Day 02	
What is a Fable?	
• Unit 5: Day 03	
Planning Wheels	
• Unit 5: Day 07	
Fable Beginnings	
• Unit 5: Day 08	
Fable Planning: Ta	lk it Out
• Unit 5: Day 09	
Linking and Transi	tion Words
• Unit 5: Day 12	

		Seere Dien & Telki
		Score, Plan, & Talk! • Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 6: Day 01
		Start by Choosing a Topic • Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		Unit 6: Day 10 Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT /	CCRA.W.4.	Produce clear and coherent writing in which the development,
CKILI		
SKILL		organization, and style are appropriate to task, purpose, and
SKILL		
SKILL		organization, and style are appropriate to task, purpose, and
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCity</u> • Unit 1: Day 02
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCitv</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words
SKILL		organization, and style are appropriate to task, purpose, and audience. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 03 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 03 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 03 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 03 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 03 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 2: Day 17
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 06 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 2: Day 17 Off to the RACES
SKILL		organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17

• Unit 2: Day 19
Using the Checklist
• Unit 2: Day 20
Read, Reread, Respond and Score
• Unit 2: Day 21
Read, Reread, Respond and Score
• Unit 3a: Day 01
Informational Writing
• Unit 3a: Day 02
Paragraphing and Structure
• Unit 3a: Day 03
Narrative vs. Non-Narrative
• Unit 3a: Day 05
Introductions and Topic Sentences
• Unit 3a: Day 06
Paragraphs and Linking Words
• Unit 3a: Day 10
Teacher Modeling and Planning
• Unit 3a: Day 11
Special Place
• Unit 3a: Day 12
Revising with A.R.M.S.
• Unit 3a: Day 13
Editing and Scoring
• Unit 3b: Day 02
Becoming Experts
• Unit 3b: Day 03
Facts, Definitions, and Details
• Unit 3b: Day 06
Introductions
• Unit 3b: Day 09
Planning Sheets
• Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
Unit 4: Day 07 Una Day Traite: Searing with Bubrie
Uno, Dos, Traits: Scoring with Rubric
Unit 4: Day 08 Introductions, Conclusions, & Student Planning
Unit 4: Day 09 Formal Writing Accossment
Formal Writing Assessment
Unit 4: Day 10 Revising
Revising • Unit 4: Day 11
Editing and Scoring
Unit 4: Day 12 Persona to Text. A Texts of Two
Response to Text- A Taste of Two
Unit 4: Day 13 Response to Text- Comparing Two Texts
Unit 4: Day 14 Decoupoine Letter
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
Unit 5: Day 03
Planning Wheels
Unit 5: Day 07 Solution and a solution and
Fable Beginnings
• Unit 5: Day 08

		Fable Planning: Talk it Out
		Unit 5: Day 09 Licking and Transition Words
		Linking and Transition Words
		 Unit 5: Day 10 Possessives and Plurals, Oh My!
		• Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 19
		Responses to Text: Comparing Morals
		• Unit 5: Day 20
		Responses to Text: Comparing Morals
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet • Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses • Unit 6: Day 14
		Scoring with a Rubric
STANDARD / CONCEPT /	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising,
SKILL		editing, rewriting, or trying a new approach.
		WritingCity • Unit 1: Day 01
		Getting Ready to Write: Topics
		• Unit 1: Day 08
		Getting Ready for Writing
		• Unit 2: Day 07
		Writing the Whole Story
		Writing the Whole Story • Unit 2: Day 08
		Writing the Whole Story
		Writing the Whole Story • Unit 2: Day 08 Planning
		Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09
		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
		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 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
		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
		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
		Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13

• Unit 2: Day 16
Intro to Response Writing
• Unit 2: Day 17
Off to the RACES
• Unit 2: Day 18
Writers Respond to Questions and Prompts
• Unit 2: Day 19
Using the Checklist
Unit 2: Day 20
Read, Reread, Respond and Score
Unit 2: Day 21
Read, Reread, Respond and Score
Unit 3a: Day 03 Narrative vs. Non-Narrative
• Unit 3a: Day 04
Voice
• Unit 3a: Day 05
Introductions and Topic Sentences
Unit 3a: Day 09
Score and Brainstorm
• Unit 3a: Day 10
Teacher Modeling and Planning
• Unit 3a: Day 12
Revising with A.R.M.S.
• Unit 3a: Day 13
Editing and Scoring
• Unit 3b: Day 04
Linking and Transition Words
• Unit 3b: Day 09
Planning Sheets
• Unit 3b: Day 11
Revising with A.R.M.S
Unit 3b: Day 12
Editing Checklist • Unit 3b: Day 13
Scoring Our Writing
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
• Unit 4: Day 12
Response to Text- A Taste of Two
Unit 4: Day 13 Depresente Taut. Commercing Two Taute
Response to Text- Comparing Two Texts Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 04
Fables and Focus
• Unit 5: Day 05
Action Words
• Unit 5: Day 06
Moral of the Lesson
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 08
Fable Planning: Talk it Out
• Unit 5: Day 10

		Possessives and Plurals, Oh My!
		• Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
		• Unit 5: Day 17
		Editing Fables • Unit 5: Day 19
		Responses to Text: Comparing Morals
		• Unit 5: Day 20
		Responses to Text: Comparing Morals
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
		• Unit 6: Day 16
		Reflection and Celebration
STANDARD / CONCEPT /	CCRA.W.6.	Use technology to produce and publish writing and to interact and
SKILL		collaborate with others.
		WritingCity
		• Unit 6: Day 15
		Publishing with Technology
FOCUS / COURSE	MACCRAW	Publishing with Technology
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STRAND STANDARD / CONCEPT /	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from
STRAND		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for WritingResearch to Build and Present KnowledgeWhen conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 03
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 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
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 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
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>WritingCity</u> • 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
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 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 07 Glows and Grows
STRAND STANDARD / CONCEPT /		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 6: Day 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 07 Glows and Grows • Unit 6: Day 08

		Ready, Set, Write!
		• Unit 6: Day 14
		Scoring with a Rubric
FOCUS / COURSE	MA.CCRA.W.	
	0000 4 14/ 40	
POCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	CCRA.W.10.	College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • 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 20 Read, Reread, Respond and Score • Unit 3: Day 20 Read, Reread, Respond and Score • Unit 3: Day 03 Narrative vs. Non-Narrative • Unit 3: Day 04 Voice • Unit 3: Day 05 Introductions and Topic Sentences • Unit 3: Day 04 Voice • Unit 3: Day 05 Introductions and Topic Sentences • Unit 3: Day 04 Voice • Unit 3: Day 05 Introductions and Topic Sentences • Unit 3: Day 04 Voice • Unit 3: Day 04 Voice • Unit 3: Day 04 Voice • Unit 3: Day 04 Voice • Unit 3: Day 05 Introductions and Topic Sentences • Unit 3: Day 04 Voice • Unit 3: Day 04 Voice • Unit 3: Day 05 Introductions and Topic Sentences • Unit 3: Day 04 Voice • Unit 3: Day 03 Rarrative vs. Non-Narrative • Unit 3: Day 04 Voice • Unit 3: Day 04 Voic

• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 12
Editing Checklist
Unit 3b: Day 13 Section Our Writing
Scoring Our Writing • Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
Unit 4: Day 12 Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 04
Fables and Focus
• Unit 5: Day 05
Action Words
• Unit 5: Day 06 Moral of the Lesson
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 08
Fable Planning: Talk it Out
• Unit 5: Day 10
Possessives and Plurals, Oh My!
• Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
• Unit 5: Day 13
Score, Plan, & Write!
• Unit 5: Day 14 Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
• Unit 5: Day 17
Editing Fables
• Unit 5: Day 19
Responses to Text: Comparing Morals
• Unit 5: Day 20
Responses to Text: Comparing Morals
• Unit 6: Day 01
Start by Choosing a Topic
• Unit 6: Day 02

		Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
FOCUS / COURSE	MA.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	CCRA.SL.4.	Present information, findings, and supporting evidence such that:
INDICATOR	CCRA.SL.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 10 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings

FOCUS / COURSE	MA.CCRA.L.	• Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 4: Day 11 Editing and Scoring
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <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
STANDARD / CONCEPT / SKILL	CCRA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>WritingCity</u> • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD / CONCEPT / SKILL	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <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

FOCUS / COURSE	MA.RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18
		Writers Respond to Questions and Prompts Unit 2: Day 20
		Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
		 Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19
		Responses to Text: Comparing Morals • Unit 5: Day 20
		Responses to Text: Comparing Morals
STANDARD / CONCEPT / SKILL	RL.3.2.	Retell 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 a text.
		WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature
		Unit 5: Day 19 Responses to Text: Comparing Morals
		Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD / CONCEPT / SKILL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		WritingCity • Unit 2: Day 20
		Read, Reread, Respond and Score Unit 2: Day 21
		Read, Reread, Respond and Score
FOCUS / COURSE	MA.RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
		WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20
		Responses to Text: Comparing Morals
STANDARD / CONCEPT / SKILL	RL.3.6.	Distinguish their own point of view from that of a text's narrator or those of its characters.
		WritingCity • Unit 2: Day 18 Writers Respond to Questions and Prompts
		 Unit 2: Day 20 Read, Reread, Respond and Score

		Unit 2: Day 21 Read, Reread, Respond and Score
FOCUS / COURSE	MA.RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.3.7.	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). <u>WritingCity</u> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
FOCUS / COURSE	MA.RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.3.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
FOCUS / COURSE	MA.RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 18 Response to Text- A Taste of Two • Unit 4: Day 12 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>WritingCity</u> • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts

STANDARD / CONCEPT / SKILL	RI.3.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two
FOCUS / COURSE	MA.RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
		WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two
STANDARD / CONCEPT / SKILL	RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
		WritingCity • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response
FOCUS / COURSE	MA.RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <u>WritingCity</u> • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
STANDARD / CONCEPT / SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two
STANDARD / CONCEPT / SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. WritingCity

	1	• Unit 4: Day 13
		Response to Text- Comparing Two Texts
FOCUS / COURSE	MA.RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
FOCUS / COURSE	MA.RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT /	RF.3.4.	Read with sufficient accuracy and fluency to support
SKILL	111.0.4.	comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
		WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 21 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Voice • 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

		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 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.b.	
INDICATOR	W.3.1.b.	WritingCity
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher Modeling and Planning
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher Modeling and Planning
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Wrap-Up Conclusions • 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Voice • 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 07 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.
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 04 Wrap-Up Conclusions • 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • 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 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • 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 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • 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 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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 05
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • 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 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 07 Wrap-Up Conclusions • 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 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
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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 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
INDICATOR	W.3.1.b.	WritingCity• Unit 3a: Day 01Informational Writing• Unit 3a: Day 03Narrative vs. Non-Narrative• Unit 3a: Day 04Voice• Unit 3a: Day 07Wrap-Up Conclusions• Unit 3a: Day 08Score and Organize• Unit 3a: Day 10Teacher Modeling and Planning• Unit 3a: Day 11Special Place• Unit 3a: Day 12Revising with A.R.M.S.• Unit 3a: Day 13Editing and Scoring• Unit 3b: Day 03Facts, Definitions, and Details• Unit 3b: Day 04Linking and Transition Words• Unit 3b: Day 07Revisiting Conclusions• Unit 3b: Day 07Revisiting Conclusions
INDICATOR	W.3.1.b.	WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • 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 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 07 Revisiting Conclusions

		Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
INDICATOR	W.3.1.c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <u>WritingCity</u> • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 04 Formal Writing Assessment • Unit 6: Day 10 Formal Writing Assessment • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
INDICATOR	W.3.1.d.	Provide a concluding statement or section. <u>WritingCity</u> • 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.

FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	MA.W.3. W.3.2.	• 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 Grade 3 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.b.	Index and micrimation clearly. Develop the topic with facts, definitions, and details. WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 01 Teacher Modeling and Planning • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • 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 04 Linking and Transition Words • Unit 3b: Day 07 Revising Conclusions • Unit 3b: Day 07 <
		• Unit 6: Day 04

		Guided Notes Journal • Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06 Guided Notes Journal
		• Unit 6: Day 07 Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet • Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing • Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	W.3.2.c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
		WritingCity
		• Unit 3a: Day 06 Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions • Unit 3a: Day 08
		Score and Organize
		• Unit 3a: Day 11 Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		Unit 3b: Day 04 Linking and Transition Words
		• Unit 3b: Day 10
		Formal Writing Assessment Unit 6: Day 09
		Planning Continued
		• Unit 6: Day 10
		Ready, Set, Write! • Unit 6: Day 11
		Just Keep Writing
		Unit 6: Day 14 Scoring with a Rubric
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
		WritingCity
		• Unit 3a: Day 07
		Wrap-Up Conclusions • Unit 3a: Day 08
		Score and Organize
		• Unit 3a: Day 10
		Teacher Modeling and Planning • Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 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
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.3.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising-Glows and Grows • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 07 Fable Planning: Talk it Out • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 14 Formal Writing Assessment
INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 04 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice

		7
		 Unit 5: Day 02 What is a Fable? Unit 5: Day 06 Moral of the Lesson Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables Unit 5: Day 16
		Revising Fables • Unit 5: Day 19 Responses to Text: Comparing Morals
		Unit 5: Day 20 Responses to Text: Comparing Morals
INDICATOR	W.3.3.d.	Use temporal words and phrases to signal order where appropriate.
		WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 09 Linking and Transition Words
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 17 Using the CheckIst • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 06 Paragraphs and Linking Words • 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 02
Becoming Experts
• Unit 3b: Day 03
Facts, Definitions, and Details
• Unit 3b: Day 06
Introductions
• Unit 3b: Day 09
Planning Sheets
• Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 11 Revising with A.R.M.S
• Unit 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 Beansnass to Texts Comparing Marcla
Responses to Text: Comparing Morals
• Unit 6: Day 04 Guided Notes Journal
• Unit 6: Day 05
Paraphrasing • Unit 6: Day 06
Guided Notes Journal
• Unit 6: Day 07
Glows and Grows
• Unit 6: Day 08
5 Square Planning Sheet
• Unit 6: Day 10
Ready, Set, Write!
• Unit 6: Day 11
Just Keep Writing
• Unit 6: Day 12
Revising Ears
• Unit 6: Day 13
Editing Glasses

		• Unit 6: Day 14
		Scoring with a Rubric
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
	W.3.5. W.3.5.b.	
		Unit 6: Day 14 Scoring with a Rubric
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		WritingCity

		Unit 6: Day 15 Publishing with Technology
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STRAND STANDARD / CONCEPT / SKILL	W.3.7.	Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic. WritingCity • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 07 Glows and Grows • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 14 Scoring with a Rubric
STANDARD / CONCEPT / SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>WritingCity</u> • Unit 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 05 Glows and Grows • 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
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WritingCity
• Unit 1: Day 01
Getting Ready to Write: Topics
• Unit 1: Day 08
Getting Ready for Writing
• Unit 2: Day 07
Writing the Whole Story
• Unit 2: Day 08
Planning
• Unit 2: Day 09
How to Bait a Reader
• Unit 2: Day 11
The 6 Traits Rubric
• Unit 2: Day 12
Writing From Experience
• Unit 2: Day 13
Scoring with a Rubric
• Unit 2: Day 15
EditingGlows and Grows
• Unit 2: Day 16
Intro to Response Writing
• Unit 2: Day 17
Off to the RACES
• Unit 2: Day 18
Writers Respond to Questions and Prompts
• Unit 2: Day 19
Using the Checklist
• Unit 2: Day 20
Read, Reread, Respond and Score
• Unit 2: Day 21
Read, Reread, Respond and Score
• Unit 3a: Day 01
Informational Writing
• Unit 3a: Day 03
Narrative vs. Non-Narrative
• Unit 3a: Day 04
Voice
• Unit 3a: Day 05
Introductions and Topic Sentences
• Unit 3a: Day 09
Score and Brainstorm
• Unit 3a: Day 10
Teacher Modeling and Planning
• Unit 3a: Day 11
Special Place
• Unit 3a: Day 12
Revising with A.R.M.S.
• Unit 3a: Day 13
Editing and Scoring
• Unit 3b: Day 04
Linking and Transition Words
Unit 3b: Day 09
Planning Sheets
• Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 12
Editing Checklist
• Unit 3b: Day 13
Scoring Our Writing
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18

Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
Unit 4: Day 12
Response to Text- A Taste of Two • Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 04
Fables and Focus
• Unit 5: Day 05
Action Words
• Unit 5: Day 06
Moral of the Lesson
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 08
Fable Planning: Talk it Out
• Unit 5: Day 10
Possessives and Plurals, Oh My!
• Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk! • Unit 5: Day 13
Score, Plan, & Write!
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
• Unit 5: Day 17
Editing Fables
• Unit 5: Day 19
Responses to Text: Comparing Morals
• Unit 5: Day 20
Responses to Text: Comparing Morals
• Unit 6: Day 01
Start by Choosing a Topic
• Unit 6: Day 02
Searching the Internet
• Unit 6: Day 03
Ready, Set, Highlight
• Unit 6: Day 04
Guided Notes Journal
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06 Guided Notes Journal
Guidea Notes Journal

		 Unit 6: Day 07 Glows and Grows Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration
FOCUS / COURSE STRAND	MA.SL.3.	Grade 3 Speaking and Listening Standards [SL] Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4– 6 for specific expectations regarding vocabulary.) WritingCity • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
		• Unit 5: Day 16 Revising Fables
FOCUS / COURSE	MA.L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL INDICATOR EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Ensure subject-verb and pronoun-antecedent agreement.
	L.O. 1.D.	WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm
EXPECTATION	L.3.1.d.	Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 5: Day 01 Meeting Aesop • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence. <u>WritingCity</u> • Unit 2: Day 02 Adverbs • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
FOCUS / COURSE	MA.L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.3.1.f.	Use abstract nouns. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 01

	1	
		Real Narrative
		Unit 6: Day 09 Planning Continued
EXPECTATION	L.3.1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
		WritingCity • Unit 2: Day 01
		Real Narrative
		• Unit 6: Day 06
		Guided Notes Journal • Unit 6: Day 09
		Planning Continued
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11 Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
FOCUS / COURSE	MA.L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
		WritingCity
		Unit 3b: Day 07 Revisiting Conclusions
		• Unit 3b: Day 12
		Editing Checklist
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09 Formal Writing Assessment
		• Unit 4: Day 11
		Editing and Scoring
		Unit 5: Day 11
		Editing for Capitals • Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 17
		Editing Fables
INDICATOR	L.3.2.c.	Use commas in addresses.
		WritingCity
		Unit 3b: Day 01 Becoming Authorities
	L.3.2.d.	Use commas and quotation marks in dialogue.
	L.J.Z.U.	
		WritingCity • Unit 2: Day 03
		Dialogue=Detail
		• Unit 2: Day 04
		Using Dialogue to Develop Characters
		• Unit 5: Day 04 Fables and Focus
		• Unit 5: Day 17
		Editing Fables
INDICATOR	L.3.2.e.	Form and use possessives.
		WritingCity
		• Unit 1: Day 07

		6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
INDICATOR	L.3.2.i.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <u>WritingCity</u> • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 17 Editing Fables
FOCUS / COURSE	MA.L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric

Massachusetts Curriculum Frameworks

Language Arts

Grade: 4 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	CCRA.R.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12
		Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STANDARD / CONCEPT / SKILL	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards

		• Unit 5: Day 05
		Dialogue and Punctuation
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards
STANDARD / CONCEPT / SKILL	CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. <u>WritingCitv</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Unit 5: Day 12 Response to Text - Unit 5: Day 13 Compare and Contrast
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	CCRA.R.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	CCRA.W.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <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 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 17 Ways Writers Respond to Questions & Prompts • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3b: Day 03 Using the Planning Sheet • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S.

		 Unit 4: Day 03 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 01 What is a Legend? Unit 5: Day 03 1st or 3rd Person Narrators Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 08
		Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
		 Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04
		Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
		 Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11
STANDARD / CONCEPT /	CCRA.W.5.	 Volit 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 Develop and strengthen writing as needed by planning, revising,
SKILL	SOLA.W.3.	editing, rewriting, or trying a new approach. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Honoring Good Writing With Revision
		 Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11

Planning
• Unit 2: Day 13
Scoring Your Own Writing
• Unit 2: Day 14
Revising and Editing
• Unit 2: Day 15
Scoring Your Own Writing
• Unit 2: Day 16
Intro to Response to Text
• Unit 2: Day 17
Ways Writers Respond to Reading
• Unit 2: Day 18
Writers Respond to Questions & Prompts
• Unit 2: Day 19
Writers Respond Through Opinions
• Unit 2: Day 20
Read, Reread and Respond
• Unit 2: Day 21
Reread, Respond and Score
• Unit 3a: Day 03
Using the Planning Sheet
• Unit 3a: Day 04
Formal Writing
• Unit 3a: Day 05
Reworking Conclusions
• Unit 3a: Day 06
Glows and Grows - Part 1
• Unit 3a: Day 07 Glows and Grows - Part 2
• Unit 3a: Day 08
Revising Strong Leads
• Unit 3a: Day 09
Revising for Similes and Sensory Details
• Unit 3a: Day 10
Editing With A Checklist
• Unit 3b: Day 01
Technological Innovations
• Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 08
Revising
• Unit 3b: Day 09
Scoring Practice
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing

		 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 08 Check-in and Write! Unit 5: Day 09 Editing Unit 5: Day 11 Rubric and Reflect
		 Unit 5: Day 13 Compare and Contrast Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Unit 6: Day 14 Formal Writing: Research Piece - Part 2 Unit 6: Day 15 Editing Glasses Unit 6: Day 17 Finishing the Race!
STANDARD / CONCEPT / SKILL	CCRA.W.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
	MA.CCRA.W.	
FOCUS / COURSE		College and Career Readiness Anchor Standards for Writing
STRAND STANDARD / CONCEPT / SKILL	CCRA.W.8.	Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing

		Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07
		Finishing the Journal
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 03 Transitioning Smoothly • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning
		 Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text
		 Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score
		 Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3a: Day 08 Revising Strong Leads Unit 3a: Day 09
		 Unit 3a: Day 09 Revising for Similes and Sensory Details Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 01 Technological Innovations Unit 3b: Day 02 5 Square Paragraphs Unit 3b: Day 08

Revising
• Unit 3b: Day 09
Scoring Practice
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 5: Day 08
Check-in and Write!
• Unit 5: Day 09
Editing
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast
• Unit 6: Day 02
Searching the Internet
• Unit 6: Day 03
Ready, Set, Highlight!
• Unit 6: Day 04
Guided Note-Taking Journal - Part 1
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Guided Note-Taking Journal - Part 2
• Unit 6: Day 07
Finishing the Journal
• Unit 6: Day 09
Guided Note-Taking Journal - Part 3
• Unit 6: Day 10
Planning Continued
• Unit 6: Day 11
Ready, Set, Write!
• Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
3,

		• 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!
FOCUS / COURSE	MA.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
		č
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	CCRA.SL.4.	Present information, findings, and supporting evidence such that:
INDICATOR	CCRA.SL.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 2: Day 01
		Strong Verbs
		Unit 2: Day 02 Strang up Week Verke
		Strong vs. Weak Verbs
		Unit 2: Day 03 Henering Cood Writing With Povision
		Honoring Good Writing With Revision Unit 2: Day 04
		Writing With Sensory Details
		• Unit 2: Day 05
		Transitioning Smoothly
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09
		Revising Ears
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 6: Day 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 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		Unit 6: Day 12 Uset Keen Writing
		Just Keep Writing, Just Keep Writing! • Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
	MIA.OONA.L.	Somege and Gareer Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT /	CCRA.L.1.	Demonstrate command of the conventions of standard English
SKILL		grammar and usage when writing or speaking.
		WritingCity
		• Unit 1: Day 05
		6 Traits: Sentence Fluency
		Unit 1: Day 07 Graits: Conventions
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 08
		Revising Strong Leads • Unit 3a: Day 10
		Editing With A Checklist
		• Unit 3b: Day 13
		Editing • Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 09
		Editing • Unit 6: Day 08
		Glows and Grows
STANDARD / CONCEPT /	CCRA.L.2.	Demonstrate command of the conventions of standard English
SKILL		capitalization, punctuation, and spelling when writing.
		Weiting Oite
		WritingCity • Unit 1: Day 05
		6 Traits: Sentence Fluency
		• Unit 1: Day 07
		6 Traits: Conventions • Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 06
		Glows and Grows - Part 1 • Unit 3a: Day 08
		Revising Strong Leads
		• Unit 3a: Day 10
		Editing With A Checklist
		• Unit 3b: Day 13 Editing
		• Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 09 Editing
		• Unit 6: Day 08
		Glows and Grows
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT /	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning
SKILL		words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
		materials, as appropriate.
		WritingCity
		Unit 1: Day 07 G Traits: Conventions
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 3a: Day 06 Glows and Grows - Part 1
		• Unit 3a: Day 10
		Editing With A Checklist
		• Unit 3b: Day 10

STANDARD / CONCEPT / SKILL	CCRA.L.6.	Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing 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. <u>WritingCity</u> • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 10 Planning Continued
FOCUS / COURSE	MA.RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT /	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Response to Text • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score

		• Unit 4: Day 12
		Response to Text - Idea Swap • Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2
		• Unit 5: Day 12
		Response to Text • Unit 5: Day 13
		Compare and Contrast
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>WritingCity</u>
		Unit 2: Day 16 Intro to Beanance to Text
		Intro to Response to Text • Unit 2: Day 17
		Ways Writers Respond to Reading
		Unit 2: Day 18 Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		 Unit 2: Day 20 Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score • Unit 3b: Day 15
		Response Writing and Text Features
		• Unit 3b: Day 17
		Nonfiction Choice Cards Unit 4: Day 12
		Response to Text - Idea Swap
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2
		Unit 5: Day 05 Dislogue and Purpervision
		Dialogue and Punctuation Unit 5: Day 12
		Response to Text
		Unit 5: Day 13 Compare and Contrast
	MA.RL.4.	· · ·
FOCUS / COURSE STRAND	MA.RL.4.	Grade 4 Reading Standards for Literature [RL] Craft and Structure
STANDARD / CONCEPT /	RL.4.4.	Determine the meaning of words and phrases as they are used in a
SKILL		text, including those that allude to significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
		WritingCity
		Unit 1: Day 06 Fraits: Word Choice
		• Unit 1: Day 08
		Getting Ready for Core Writing
		Unit 1: Day 09 Getting Ready for Core Writing
		• Unit 3a: Day 09
	11	Revising for Similes and Sensory Details
FOCUS / COURSE STRAND	MA.RL.4.	Grade 4 Reading Standards for Literature [RL] Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>WritingCity</u> • Unit 5: Day 13 Compare and Contrast
FOCUS / COURSE	MA.RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21
		Reread, Respond and Score
FOCUS / COURSE	MA.RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features

STANDARD / CONCEPT / SKILL	RI.4.3.	 Unit 3b: Day 16 Nonfiction Text Summaries Unit 3b: Day 17 Nonfiction Choice Cards Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 7: Day 16 Intro to Response to Text Vinit 8: Day 17 Response to Text Vant 16: Day 05 Paraphrasing Vant 16: Day 05 Paraphrasing Vinit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text. WritingCity Unit 3b: Day 15 Response to Text Unit 3b: Day 15 Response writing and Text Features Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 18 Nonfiction Response and Score- Day 2 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 5: Day 12 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 03 Ready, Set, Highlight! Unit 6: Day 03 Ready Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 2 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Uni
FOCUS / COURSE	MA.RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND	DI 4.4	Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
		WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards

STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
FOCUS / COURSE	MA.RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 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
FOCUS / COURSE	MA.RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
FOCUS / COURSE	MA.RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text

		 Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21
		Reread, Respond and Score
FOCUS / COURSE	MA.W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose. <u>WritingCity</u> • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 03 • Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented. WritingCity

FOCUS / COURSE	MA.W.4.	 Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions Unit 3b: Day 02 5 Square Paragraphs Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STRAND		
STAND STANDARD / CONCEPT / SKILL	W.4.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs!

	1	
		• Unit 3b: Day 12
		Revising with A.R.M.S. • Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write! • Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and
INDICATOR	VV.4.2.C.	phrases (e.g., another, for example, also, because).
		WritingCity
		Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 04
		Linking Words
		• Unit 3b: Day 05 Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 07
		Writing Strong Conclusions
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs! • Unit 3b: Day 12
		• Unit 30: Day 12 Revising with A.R.M.S.
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform
		about or explain the topic.
		WritingCity
		WritingCity • Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3b: Day 03
		Definitions

INDICATOR	W.4.2.e.	 Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 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
		information or explanation presented. WritingCity • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
FOCUS / COURSE	MA.W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03

	1	Organization
		Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3b: Day 08 Revising • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write!
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence. WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 5: Day 06 Uno, Dos, Traits!
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. <u>WritingCity</u> • Unit 1: Day 04 Voice

		 Unit 1: Day 06 6 Traits: Word Choice Unit 2: Day 01 Strong Verbs Unit 2: Day 02 Strong vs. Weak Verbs Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 04 Writing With Sensory Details Unit 2: Day 08 Show And Tell Review Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 2: Day 12 Formal Writing Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 08 Check-in and Write! Unit 5: Day 10 Compare Characters
FOCUS / COURSE	MA.W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STRAND STANDARD / CONCEPT / SKILL	W.4.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) WritingCity • Unit 1: Day 02 Ideas • Unit 2: Day 11 Planning • Unit 2: Day 17 Ways Writers Respond to Reading • 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 3: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing

STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			
 Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 03 S Square Paragraph Planning Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 12 Response to Tost Idea Swap Unit 4: Day 13 Response to Tost Idea Swap Unit 4: Day 14 Response to Tost Parsuasive Letter - Part 1 Unit 4: Day 14 Response to Tost Parsuasive Letter - Part 2 Unit 5: Day 12 Response to Tost Parsuasive Letter - Part 2 Unit 5: Day 12 Response to Tost Versuasive Letter - Part 2 Unit 5: Day 13 Compare and Contrast Unit 5: Day 13 Compare and Contrast Unit 6: Day 03 Ready, Sot. Holight Outin 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Guided Note-Taking Journal - Part 2 Unit 6: Day 08 Gloward Mote-Taking Journal - Part 3 Unit 6: Day 09 Guided Mote-Taking Journal - Part 3 Unit 6: Day 09 Guided Mote-Taking Journal - Part 3 Unit 6: Day 10 FOCUS / COURSE MAW 4 Grade 4 Writing: Research Piece -Part 1 Formal Writing: Research Piece -Part 1 FOCUS / COURSE MAW 4. Grade 4 Writing Standards [V) Production and Distribution of Writing Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Forcula			
Revising with A.R.M.3. • 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 - Idea Swap • Unit 4: Day 14 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Idea Swap • Unit 4: Day 08 Check-in and Write! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 12 Response to Text • Unit 5: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 06 Guided Note-Taking Journal - Part 1 • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 06 Guided Note-Taking Journal - Part 3 • Unit 6: Day 06 Glow Add Note-Taking Journal - Part 3 • Unit 6: Day 06 Glow Add Note-Taking Journal - Part 3 • Unit 6: Day 06 Glow Add Note-Taking Journal - Part 3 • Unit 6: Da			
• Unit 4: Day 03 Siguare 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 - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 08 Check-in and Writel • Unit 5: Day 08 Check-in and Writel • Unit 5: Day 08 Compare and Contrast • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready. Set, Highlightl • Unit 6: Day 04 Source 1 • Unit 6: Day 04 Buidet Mote-Taking Journal - Part 1 • Unit 6: Day 08 Guidet Mote-Taking Journal - Part 2 • Unit 6: Day 08 Guidet Mote-Taking Journal - Part 3 • Unit 6: Day 04 Guidet Mote-Taking Journal - Part 3 • Unit 6: Day 04 Glows and Grows • Unit 6: Day 10 Paramise Surg 10 Production and Distribution of Writing Stay 12 Ju			
Siguare 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 4: Day 06 Check-in and Writel Unit 4: Day 14 Response to Text Unit 5: Day 12 Response to Text Unit 5: Day 02 Searching the Internet Unit 5: Day 02 Searching the Internet Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Galded Note-Taking Journal - Part 2 Unit 6: Day 06 Guided Note-Taking Journal - Part 3 Unit 6: Day 05 Glouded Note-Taking Journal - Part 3 Unit 6: Day 06 Guided Note-Taking Journal - Part 3 Unit 6: Day 01 Planning Continued Unit 6: Day 02			Revising with A.R.M.S.
• Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 08 Check-in and Writel • Unit 5: Day 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 04 Guided Mote-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 08 Guided Mote-Taking Journal - Part 2 • Unit 6: Day 08 Guided Mote-Taking Journal - Part 2 • Unit 6: Day 08 Guided Mote-Taking Journal - Part 3 • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Production and Distribution of Writing • Unit 6: Day 11 Ready, Sey, Writel •			
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 4: Day 06 Check-in and Writel Unit 5: Day 12 Response to Text. Unit 5: Day 12 Response to Text. Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready. Set, Highlight! Unit 6: Day 04 Guided Mote-Taking Journal - Part 1 Unit 6: Day 05 Branching the Journal Outle6: Day 06 Gouided Mote-Taking Journal - Part 2 Unit 6: Day 06 Glows and Grows Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready. Set, Writel Unit 6: Day 13 Colust / COURSE MAW.4. Grade 4 Writing: Research Piece - Part 1 FOCUS / COURSE MAW.4. Grade 4 Writing: Research Piece - Part 1 FOCUS / COURSE			5 Square Paragraph Planning
• 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 Writel • Unit 5: Day 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 04 Guided Mote-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 08 Guided Mote-Taking Journal - Part 2 • Unit 6: Day 08 Guided Mote-Taking Journal - Part 3 • Unit 6: Day 08 Gouided Mote-Taking Journal - Part 3 • Unit 6: Day 08 Glows and Grows • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Isst Keep Mirting Just Keep Writing 1 • Unit 6: Day 12 Forcus / Courset			
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 Writel • Unit 5: Day 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 6: Day 12 Response to Text • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready. Set, Highlight1 • Unit 6: Day 04 Guided Mote-Taking Journal - Part 1 • Unit 6: Day 03 Ready. Set, Highlight1 • Unit 6: Day 04 Guided Mote-Taking Journal - Part 2 • Unit 6: Day 03 Guided Mote-Taking Journal - Part 3 • Unit 6: Day 10 Paraphrasing • Unit 6: Day 10 Glows and Grows • Unit 6: Day 11 Ready. Set, Writel • Unit 6: Day 12 Just Keep Writing: • Unit 6: Day 12 Just Keep Writing: <td></td> <td></td> <td>Analyzing the Student Sample</td>			Analyzing the Student Sample
• Unit 4: Day 13 Response to Toxt - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Toxt - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-in and Writel • Unit 5: Day 12 Response to Text • Unit 5: Day 08 Check-in and Writel • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 03 Ready, Set, Highlight1 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 04 Guided Note-Taking Journal - Part 2 • Unit 6: Day 04 Glows and Grows • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4 Grade 4 Writing Standards [V] STANDARD / CONCEPT / W.4.5.a. Productio			• Unit 4: Day 12
Response to Toxt - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Toxt - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 12 Response to Toxt Response to Toxt • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 03 Ready, Set, Highlight1 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 06 Guided Note-Taking Journal - Part 3 • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Sot, Writel • Unit 6: Day 12 • Unit 6: Day 13 Formal Writing: Just Keep Writing! • Unit 6: Day 14 Ready, Sot, Writel • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FoccUs / COURSE <td></td> <td></td> <td>Response to Text - Idea Swap</td>			Response to Text - Idea Swap
• Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-in and Writel • Unit 5: Day 12 Response to Text - Part 2 • Unit 5: Day 12 Response to Text - Support 12 Response to Text - Unit 5: Day 13 Compare and Contrast - Unit 5: Day 01 Start by Choosing a Topic - Unit 5: Day 02 Searching the Internet - Unit 6: Day 03 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing - Unit 5: Day 04 Guided Note-Taking Journal - Part 2 • Unit 6: Day 05 Paraphrasing - Unit 6: Day 04 Guided Note-Taking Journal - Part 3 • Unit 6: Day 04 Guided Mote-Taking Journal - Part 3 • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4 Grade 4 Writing Standards [V] STANDARD / CONCEPT / WA.5.a. Develop and strengthem writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. <td></td> <td></td> <td>• Unit 4: Day 13</td>			• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 2• Unit 5: Day 08Check-in and Writel• Unit 5: Day 13Compare and Contrast• Unit 5: Day 13Compare and Contrast• Unit 6: Day 01Start by Choosing a Topic• Unit 6: Day 02Searching the Internet• Unit 6: Day 03Ready, Set, Highlight1• Unit 6: Day 04Guided Note-Taking Journal - Part 1• Unit 6: Day 05Paraphrasing• Unit 6: Day 06Guided Note-Taking Journal - Part 2• Unit 6: Day 07Paraphrasing• Unit 6: Day 08Guided Note-Taking Journal - Part 2• Unit 6: Day 09Guided Note-Taking Journal - Part 3• Unit 6: Day 01Paraphrasing• Unit 6: Day 03Glows and Grows• Unit 6: Day 10Planning Continued• Unit 6: Day 11Ready, Set, Writel• Unit 6: Day 12Just Keep Writing I.• Unit 6: Day 13Forcus / CONCEPT / SKILLSTANDARD / CONCEPT / SKILLW.4.5.a.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Develop and strengthen writing as needed by planning, revising, and editing.• Unit 1: Day 056 Traits: Conventions6 Traits: Conventions• Unit 1: Day 066 Traits: Conventions• Unit 1: Day 086 Revising Strong Leads			Response to Text - Persuasive Letter - Part 1
• Unit 5: Day 08 Check-in and Writel • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 5: Day 13 Compare and Contrast • Unit 5: Day 03 Ready, Set, Highlightl • Unit 5: Day 03 Ready, Set, Highlightl • Unit 6: Day 03 Ready, Set, Highlightl • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 08 Glowed Note-Taking Journal - Part 2 • Unit 6: Day 08 Glowed Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 13 FOCUS / COURSE MAW.4. Formal Writing: Research Piece - Part 1 FORMAD Production and Distribution of Writing STAND Pro			• Unit 4: Day 14
Check-in and Writel• Unit 5: Day 12Response to Text• Unit 5: Day 13Compare and Contrast• Unit 5: Day 10Start by Choosing a Topic• Unit 6: Day 02Searching the Internet• Unit 6: Day 03Ready, Set, Highlight1• Unit 6: Day 04Guided Note-Taking Journal - Part 1• Unit 6: Day 06Guided Note-Taking Journal - Part 1• Unit 6: Day 07Finishing the Journal - Part 2• Unit 6: Day 08Gows and Grows• Unit 6: Day 10• Unit 6: Day 10• Unit 6: Day 10• Unit 6: Day 11• Unit 6: Day 12• Unit 6: Day 13• Unit 6: Day 14• Unit 6: Day 15• Unit 6: Day 14• Unit 6: Day 14• Unit 6: Day 13• STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / W.4.5.a.INDICATORW.4.5.a.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORParabitel of traits: Sontence Fluency • Unit 1: Day 05• Traits: Conventions • Unit 2: Day 10• Scoring With A Rubric - Part 2 • Unit 3: Day 08• Revising Strong Leads			Response to Text - Persuasive Letter - Part 2
+ Unit 5: Day 12 Response to Text + Unit 5: Day 13 Compare and Contrast + Unit 6: Day 01 Start by Choosing a Topic + Unit 6: Day 02 Bearching the Internet + Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 08 Guided Note-Taking Journal - Part 2 • Unit 6: Day 08 Guided Note-Taking Journal - Part 2 • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Vest Kiritel • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 FOCUS / COURSE MAW.4. Bromal Writing: Research Piece - Part 1 FOCUS / COURSE MAW.4. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. <td< td=""><td></td><td></td><td>• Unit 5: Day 08</td></td<>			• Unit 5: Day 08
Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 5: 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 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 12 Just Keep Writing. Velow S, Set, Write! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MAW4. Grade 4 Writing Standards [W] STANDARD / CONCEPT / W.4.5. Bevelop and strengthen writing as needed by planning, revising, and edditing. INDICATOR			Check-in and Write!
• Unit 5: Day 13 Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STANDARD / CONCEPT / W.4.5.a. Devolop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate comm			
Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 2 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • 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 Forcus / COURSE MA.W.4. Grade 4 Writing Standards [W] STANDARD / CONCEPT / W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing.			Response to Text
Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 2 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • 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 Forcus / COURSE MA.W.4. Grade 4 Writing Standards [W] STANDARD / CONCEPT / W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing.			• Unit 5: Day 13
• 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 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • 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 FOCUS / COURSE MA.W.4 Grade 4 Writing Standards [W] STANDARD / CONCEPT / W4.5.a. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standards I-3 up to and including grade 4). WritingCity • Unit 1: Day 05 G Traits: Sentence Fluency • Unit 1			
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 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal - Part 2 • Unit 6: Day 07 Finishing the Journal - Part 3 • Unit 6: Day 07 Finishing the Journal - Part 3 • Unit 6: Day 07 Finishing the Journal - Part 3 • Unit 6: Day 07 Guided Note-Taking Journal - Part 3 • Unit 6: Day 07 Finishing the Journal - Part 3 • Unit 6: Day 07 Finishing the Journal - Part 3 • Unit 6: Day 08 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 13 Formal Writing: Research Piece - Part 1FOCUS / COURSEMAW.4.Grade 4 Writing Standards [W] STRANDSTANDARD / CONCEPT / SKILLW.4.5.Dewolop and Standards [W] Bevelop and Standards 1-3 up to and including grade 4). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 1: Day 07 6 Traits: Conventions • Unit 3: Day 08 Guided Note-Taking City • Unit 3: Day 08 Gerates and city of 3 Gerates Conventions • Unit 3: Day 08 Gerates and city of 3 Gerates Conventions • Unit 3: Day 08 Gerates and city of 3 Gerates and 2 Gerates and city of 3 Gerates and city of 3 Gerates and 2 Gerates and city of 3 <b< td=""><td></td><td></td><td></td></b<>			
+ Unit 6: Day 02Searching the Internet+ Unit 6: Day 03Ready, Set, Highlight!+ Unit 6: Day 04Guided Note-Taking Journal - Part 1+ Unit 6: Day 05Paraphrasing+ Unit 6: Day 07Finishing the Journal+ Unit 6: Day 08Glows and Grows+ Unit 6: Day 10Guided Note-Taking Journal - Part 2+ Unit 6: Day 08Glows and Grows+ Unit 6: Day 10Guided Note-Taking Journal - Part 3+ Unit 6: Day 10Glows and Grows+ Unit 6: Day 10Planning Continued+ Unit 6: Day 11Ready, Set, Write!+ Unit 6: Day 12Just Keep Writing, Just Keep Writing!+ Unit 6: Day 13Forcus / COURSEMA.W.4Grade 4 Writing Standards [W]STANDARD / CONCEPT /W.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Bernstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 4).WritingCity+ Unit 1: Day 076 Traits: Conventions+ Unit 2: Day 10			
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 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [V] STRAND Production and Distribution of Writing STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2			
+ 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 2 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MAW.4. Grade 4 Writing Standards [W] STANDARD / CONCEPT / SKILL INDICATOR W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing. skiLL INDICATOR W.4.5.a.			
Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 06 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 12 Just Keep Writing, Standards [W] STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a.			
 - 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 09 Guided Note-Taking Journal - Part 3 - Unit 6: Day 09 Guided Note-Taking Journal - Part 3 - Unit 6: Day 10 Planning Continued - Unit 6: Day 11 Ready, Set, Write! - Unit 6: Day 12 Just Keep Writing, Just Keep Writing! - Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing. WuritingCity - Unit 1: Day 05 6 Traits: Conventions - Unit 1: Day 07 6 Traits: Conventions - Unit 1: Day 07 6 Traits: Conventions - Unit 1: Day 08 Revising Strong Leads 			
Guided Nota-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Nota-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Nota-Taking Journal - Part 2 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STAND Production and Distribution of Writing STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 1: Day 08 Revising Stron			
 • 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 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 12 Just Keep Writing; Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 • Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 08 Revising Strong Leads 			
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! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1FOCUS / COURSEMAW.4.Grade 4 Writing Standards [W]STANDProduction and Distribution of Writing STANDARD / CONCEPT / SKILLDevelop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 1: Day 008 Revising Strong Leads			
• 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! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of Writing STANDARD / CONCEPT / SKILLDevelop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standards 1-3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 3: Day 08 Revising Strong Leads			
Guided Note-Taking Journal - Part 2 • Unit 6: Day 07Finishing 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! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of Writing and editing.STANDARD / CONCEPT / SKILLW.4.5.INDICATORW.4.5.a.W.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). Writing: Ti Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2 Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 08 Revising Strong Leads			
• 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 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STAND Production and Distribution of Writing StRAND Production and Stribution of Writing SKILL INDICATOR W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 <tr< td=""><td></td><td></td><td></td></tr<>			
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, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 12 Just Keep Writing: Research Piece - Part 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of Writing STANDARD / CONCEPT / SKILLINDICATORW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Deronstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			
• Unit 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, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STANDARD Production and Distribution of Writing STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. SKILL INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			
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 FOCUS / COURSE MA.W.4 Grade 4 Writing Standards [W] STRAND STRAND STANDARD / CONCEPT / SKILL INDICATOR W.4.5.a. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 08 Revising Strong Leads			
• Unit 6: Day 09Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.INDICATORW.4.5.a.W.4.5.a.Demonstrate command of standards 1-3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			
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 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 08 Revising Strong Leads			
• Unit 6: Day 10Planning Continued • Unit 6: Day 11Ready, Set, Writel • Unit 6: Day 12Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity • Unit 1: Day 05 6 Traits: Conventions • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 08 Revising Strong Leads			
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 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 08 Revising Strong Leads			• Unit 6: Day 09
• 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 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			• Unit 6: Day 09 Guided Note-Taking Journal - Part 3
Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads Part 2			 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10
• Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads Point 2			 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued
Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL W.4.5. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11
• Unit 6: Day 13 Formal Writing: Research Piece - Part 1 FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL W.4.5. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write!
Formal Writing: Research Piece - Part 1FOCUS / COURSEMA.W.4.Grade 4 Writing Standards [W]STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads			 Unit 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
FOCUS / COURSE MA.W.4. Grade 4 Writing Standards [W] STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads Part 10			 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!
STRANDProduction and Distribution of WritingSTANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity 			 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
STANDARD / CONCEPT / SKILL W.4.5. Develop and strengthen writing as needed by planning, revising, and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads Part 2			 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STANDARD / CONCEPT / SKILLW.4.5.Develop and strengthen writing as needed by planning, revising, and editing.INDICATORW.4.5.a.Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).WritingCity 	FOCUS / COURSE	MA.W.4.	 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
SKILL and editing. INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 08	FOCUS / COURSE STRAND	MA.W.4.	 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 Grade 4 Writing Standards [W]
INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads	STRAND		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 Grade 4 Writing Standards [W] Production and Distribution of Writing
described in Language Standards 1–3 up to and including grade 4). WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads	STRAND STANDARD / CONCEPT /		 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising,
WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing.
 Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads 	STRAND STANDARD / CONCEPT /	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as
 Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads 	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as
6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
 Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads 	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity
6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05
 Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads 	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency
Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07
• Unit 3a: Day 08 Revising Strong Leads	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions
Revising Strong Leads	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10
	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2
- Hult Oat Day 40	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08
	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads
Editing With A Checklist	STRAND STANDARD / CONCEPT / SKILL	W.4.5.	 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 Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). WritingCity Unit 1: Day 05 6 Traits: Sentence Fluency Unit 1: Day 07 6 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 08 Revising Strong Leads Unit 3a: Day 10

INDICATOR	W.4.5.b.	Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 09 Editing Unit 6: Day 08 Glows and Grows Demonstrate the ability to use general academic and domain-
		specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4). <u>WritingCity</u> • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 10 Planning Continued
FOCUS / COURSE	MA.W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, 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. <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
FOCUS / COURSE	MA.W.4.	Grade 4 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL	W.4.8.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07

		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 17 Nonfiction Response and Score- Day 1 • Unit 3b: Day 18 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • 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 13 Compare and Contrast • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07
FOCUS / COURSE	MA.W.4.	Grade 4 Writing Standards IMI
	WIA.W.4.	Grade 4 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL	W.4.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 11 Planning • Unit 2: Day 13

	Scoring Your Own Writing
	• Unit 2: Day 14
	Revising and Editing • Unit 2: Day 15
	Scoring Your Own Writing
	• Unit 2: Day 16
	Intro to Response to Text
	• Unit 2: Day 17
	Ways Writers Respond to Reading
	• Unit 2: Day 18
	Writers Respond to Questions & Prompts
	Unit 2: Day 19 Writers Beenend Through Opinions
	Writers Respond Through Opinions Unit 2: Day 20
	Read, Reread and Respond
	• Unit 2: Day 21
	Reread, Respond and Score
	Unit 3a: Day 03
	Using the Planning Sheet
	• Unit 3a: Day 04
	Formal Writing
	• Unit 3a: Day 05
	Reworking Conclusions
	• Unit 3a: Day 06
	Glows and Grows - Part 1 • Unit 3a: Day 07
	Glows and Grows - Part 2
	• Unit 3a: Day 08
	Revising Strong Leads
	• Unit 3a: Day 09
	Revising for Similes and Sensory Details
	• Unit 3a: Day 10
	Editing With A Checklist • Unit 3b: Day 01
	Technological Innovations
	• Unit 3b: Day 02
	5 Square Paragraphs
	• Unit 3b: Day 08
	Revising
	• Unit 3b: Day 09
	Scoring Practice
	• Unit 3b: Day 10 Formal Writing
	• Unit 3b: Day 11
	Verbs, Verbs, Verbs!
	• Unit 3b: Day 12
	Revising with A.R.M.S.
	• Unit 3b: Day 13
	Editing
	• Unit 3b: Day 14
	Time to Reflect • Unit 4: Day 03
	5 Square Paragraph Planning
	• Unit 4: Day 04
	Let the Planning Begin!
	• Unit 4: Day 05
	Opinions, Transitions, and Leads, Oh My!
	• Unit 4: Day 06
	Analyzing the Student Sample
	• Unit 4: Day 09 Povising Fars
	Revising Ears • Unit 4: Day 10
	Editing Glasses
	• Unit 4: Day 11
	Scoring Our Writing

		 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 3: Day 04 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 08 Check-in and Write! Unit 5: Day 09 Editing Unit 5: Day 11 Rubric and Reflect Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 1 Unit 6: Day 07 Finishing the Journal Unit 6: Day 09 Guided Note-Taking Journal - Part 2 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 13 Gornal Writing: Research Piece - Part 3 Unit 6: Day 14 Formal Writing: Research Piece - Part 1 Unit 6: Day 15 Editing Glasses Unit 6: Day 16 Technology Publishing Unit 6: Day 17 Finishing the Race!
FOCUS / COURSE	MA.SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.) <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs

		• Unit 2: Day 03
		Honoring Good Writing With Revision
		• Unit 2: Day 04 Writing With Sensory Details
		• Unit 2: Day 05
		Transitioning Smoothly
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09 Revising Ears
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 6: Day 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 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
FOCUS / COURSE	MA.L.4.	Grade 4 Language Standards [L]
	MA.L.4.	
STRAND		Conventions of Standard English
STANDARD / CONCEPT /	L.4.1.	Demonstrate command of the conventions of standard English
SKILL		grammar and usage when writing or speaking; retain and further
SKILL		develop language skills learned in previous grades. (See grade 4
SKILL		develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on
SKILL		develop language skills learned in previous grades. (See grade 4
		develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning
	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)Sentence Structure and MeaningCorrectly use frequently confused words (e.g., their/there).WritingCity
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses
INDICATOR	L.4.1.b.	develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure and Meaning Correctly use frequently confused words (e.g., their/there). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10

EXPECTATION	L.4.1.c.	Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses
		Unit 5: Day 09 Editing
EXPECTATION	L.4.1.d.	Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence. <u>WritingCity</u> • Unit 1: Day 07
		6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 6: Day 08 Glows and Grows
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write!
		• Unit 6: Day 08 Glows and Grows
FOCUS / COURSE	MA.L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.4.1.f.	Form and use progressive verb tenses. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs!

		 Unit 3b: Day 13 Editing Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses Unit 5: Day 03 1st or 3rd Person Narrators Unit 6: Day 08 Glows and Grows
FOCUS / COURSE	MA.L.4.	Grade 4 Language Standards [L] Conventions of Standard English
		Ŭ
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
INDICATOR	L.4.2.d.	Use a comma before a coordinating conjunction in a compound sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Editing • Unit 4: Day 10 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1

FOCUS / COURSE	MA.L.4.	• Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 13
INDICATOR	L.4.3.b.	Formal Writing: Research Piece - Part 1 Choose punctuation for effect. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency
FOCUS / COURSE	MA.L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	L.4.5.a.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice
		Unit 1: Day 08 Catting Boards for Care Writing
		Getting Ready for Core Writing Unit 1: Day 09
		Getting Ready for Core Writing
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their
		opposites (antonyms) and to words with similar but not identical
		meanings (synonyms).
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice
		 Unit 2: Day 03 Honoring Good Writing With Revision
		• Unit 3a: Day 07
		Glows and Grows - Part 2
FOCUS / COURSE	MA.L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT /	L.4.6.	Acquire and use accurately grade-appropriate general academic
SKILL		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). (See grade 4 Reading Literature Standard 4 and
		Reading Informational Text Standard 4 on applying knowledge of
		vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and
		presentations by applying knowledge of vocabulary.)
		Writing City
		WritingCity • Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 2: Day 01
		Strong Verbs
		• Unit 2: Day 02 Strong vs. Weak Verbs
		• Unit 2: Day 03
		Honoring Good Writing With Revision
		Unit 2: Day 04 Writing With Sensory Details
		Writing With Sensory Details • Unit 2: Day 05
		Transitioning Smoothly
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 07 Glows and Grows - Part 2
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
		Unit 3b: Day 03 Definitions
		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
	11	

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

Massachusetts Curriculum Frameworks

Language Arts

Grade: 5 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	CCRA.R.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. <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
STANDARD / CONCEPT / SKILL	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	MA.CCRA.R.	WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text College and Career Readiness Anchor Standards for Reading Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03
		Sensory Images
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Nonfiction Texts and Score • Unit 5: Day 12 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
FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	CCRA.R.10.	Independently and proficiently read and comprehend complex literary and informational texts. <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

FOCUS / COURSE	MA.CCRA.W.	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 College and Career Readiness Anchor Standards for Writing
		Text Types and Purposes
STANDARD / CONCEPT / SKILL	CCRA.W.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 3: Day 05 Model the Plan • Unit 3: Day 07 3 Points • Unit 3: Day 01 Definitions and Details • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 45 Square Paragraphs • Unit 3b: Day 04 5 Facts and Opinions • Unit 5: Day 03 Facts and Opinions • Unit 5: Day 01 Writing Strong Conclusions • Unit 5: Day 01 Motel 1 • Unit 3b: Day 04 5 Facts and Opinions • Unit 5: Day 03 Planning Wheel 1 • Unit 5: Day 06 Writing 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 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 22 Writing a Conclusion • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 04 Let's Take Five • Unit 3: Day 04 Let's Take Five • Unit 3: Day 05 Model the Plan • Unit 3: Day 06 Where I Live • Unit 3: Day 07 3 Points • Unit 3: Day 08 Revising the End • Unit 3: Day 04 Revising Part 1 • Unit 3: Day 04 Revising Part 1 • 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 02
		Planning Wheel 1
		• Unit 5: Day 04
		What's the Plan?
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 09
		Editing
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		• Unit 6: Day 01
		What is a Research Project?
		• Unit 6: Day 02
		Gathering Resources
		• Unit 6: Day 03
		Main Ideas & Important Facts
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
		• Unit 6: Day 14
		Revising
		• Unit 6: Day 15
		Editing
STANDARD / CONCEPT /	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising,
SKILL	CONALITIO.	editing, rewriting, or trying a new approach.
ORIEL		calling, rewriting, or trying a new approach.
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		• Unit 2: Day 07
		Scoring with a Rubric Part 1
		• Unit 2: Day 08
	11	
		Scoring with a Rubric Part 2
		Scoring with a Rubric Part 2
		• Unit 2: Day 10
		Unit 2: Day 10 Planning to Write
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writing and Reflecting
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writing and Reflecting Unit 2: Day 17
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writing and Reflecting Unit 2: Day 17 Intro to Response to Text
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writing and Reflecting Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18
		 Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writing and Reflecting Unit 2: Day 17 Intro to Response to Text

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

		a Unit 4: Day 12
		 Unit 4: Day 13 Response to Text: Two of a Kind
		• Unit 5: Day 04
		What's the Plan?
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas • Unit 5: Day 07
		Revising Part 1
		• Unit 5: Day 08
		Revising Part 2
		• Unit 5: Day 09
		Editing
		• Unit 5: Day 10
		Compare the Past
		• Unit 5: Day 11
		Rubric and Reflect • Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		• Unit 6: Day 03
		Main Ideas & Important Facts
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06 Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
		• Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 09
		The 5 Square Graphic Organizer
		• Unit 6: Day 10
		Linking Words
		• Unit 6: Day 11 Reviewing the Plan
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
		• Unit 6: Day 14
		Revising
		• Unit 6: Day 15
		Editing
		• Unit 6: Day 16 Scoring and Publishing
STANDARD / CONCEPT /	CCRA.W.6.	Use technology to produce and publish writing and to interact and collaborate with others.
SKILL		conaporate with others.
		WritingCity
		• Unit 6: Day 16
		Scoring and Publishing
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
		WritingCity
		WritingCity • Unit 5: Day 01
		What is Historical Fiction?
	II	

		 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
FOCUS / COURSE	MA.CCRA.W.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	CCRA.W.10.	Range of WritingWrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.WritingCity • Unit 1: Day 01

Revising the End
• Unit 3a: Day 09
Using Commas
• Unit 3a: Day 10
Revising Part 1
• Unit 3a: Day 11
Revising Part 2
• Unit 3a: Day 12
Editing
• Unit 3a: Day 13 Rubric Scoring
• Unit 3b: Day 02
Brainstorming
• Unit 3b: Day 03
5 Square Paragraphs
• Unit 3b: Day 04
5 Square Paragraphs
• Unit 3b: Day 05
Linking Ideas
• Unit 3b: Day 07
Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 09
Revising
• Unit 3b: Day 10
Editing
• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 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 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing
• Unit 4: Day 13
Response to Text: Two of a Kind
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06
Writing and Commas
• Unit 5: Day 07
Revising Part 1
Unit 5: Day 08 Bouising Part 2
Revising Part 2

		• Unit 5: Day 09
		Editing
		• Unit 5: Day 10
		Compare the Past
		• Unit 5: Day 11
		Rubric and Reflect
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		• Unit 6: Day 01
		What is a Research Project?
		• Unit 6: Day 02
		Gathering Resources
		• Unit 6: Day 03
		Main Ideas & Important Facts
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
		• Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 09
		The 5 Square Graphic Organizer
		Unit 6: Day 10 Linking Words
		• Unit 6: Day 11
		Reviewing the Plan
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
		• Unit 6: Day 14
		Revising
		• Unit 6: Day 15
		Editing
		• Unit 6: Day 16
		Scoring and Publishing
FOCUS / COURSE	MA.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and
		Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	CCRA.SL.4.	Present information, findings, and supporting evidence such that:
INDICATOR	CCRA.SL.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
		WritingCity
		• Unit 3a: Day 01
		Explanatory Writing
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND	MA.CCRA.L.	Conventions of Standard English
	CCRA.L.2.	Demonstrate command of the conventions of standard English
		Demonstrate command of the conventions of standard English
STANDARD / CONCEPT / SKILL	001(A.L.2.	capitalization, punctuation, and spelling when writing.
	GORA.L.2.	capitalization, punctuation, and spelling when writing.
	CONALL2.	capitalization, punctuation, and spelling when writing.
	CORA.E.Z.	capitalization, punctuation, and spelling when writing.
	CONCLEZ.	capitalization, punctuation, and spelling when writing. <u>WritingCity</u> • Unit 1: Day 07
	CONCLEZ.	capitalization, punctuation, and spelling when writing. <u>WritingCitv</u> • Unit 1: Day 07 Conventions

		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
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND STANDARD / CONCEPT / SKILL	CCRA.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. WritingCity • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
STANDARD / CONCEPT / SKILL	CCRA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>WritingCitv</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD / CONCEPT / SKILL	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <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
FOCUS / COURSE	MA.RL.5.	Grade 5 Reading Standards for Literature [RL]

STANDARD / CONCEPT / RL. SKILL Image: standard stand	.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.) <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3b: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15
	5.0	5
		Response to Text: Persuasive Letters
		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 a text. <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
STANDARD / CONCEPT / SKILL	.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). WritingCity • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10
FOCUS / COURSE MA		Compare the Past
STRAND		Compare the Past Grade 5 Reading Standards for Literature [RL]

STANDARD / CONCEPT / SKILL	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries or 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
FOCUS / COURSE	MA.RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. <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
FOCUS / COURSE	MA.RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND	MA.NI.J.	Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.) <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text. WritingCity

		• Unit 2: Day 17
		Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts
		 Unit 2: Day 21 Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score • Unit 3a: Day 02
		Purpose and Proof
		 Unit 3b: Day 12 Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		Unit 3b: Day 14 Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 02 Fact/Opinion T-Chart
		• Unit 4: Day 03
		5 Square Paragraphs • Unit 4: Day 04
		5 Square Paragraph Graphic Organizer
		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
		Guided Note-Taking Journal • Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06 Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows • Unit 6: Day 08
		Introducing the Rubric
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific,
SRILL		mathematical, or technical text based on specific information in the
		text.
		WritingCity
		Unit 2: Day 17 Intro to Response to Text
		• Unit 2: Day 19
		Writers Respond to Questions and Prompts Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score Unit 3a: Day 02
		Purpose and Proof
		• Unit 3b: Day 12

		Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
FOCUS / COURSE	MA.RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND STANDARD / CONCEPT / SKILL	RI.5.6.	Craft and Structure Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows

FOCUS / COURSE	MA.RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19
		Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score
		 Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 02
		Purpose and Proof • Unit 3b: Day 12
		Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features
		 Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15
		Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score
		Unit 4: Day 02 Fact/Opinion T-Chart
		• Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04
		5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions
		 Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14
		Response to Text: Planning Template Unit 5: Day 12
		Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
		 Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04
		Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07
		Glows & Grows • Unit 6: Day 08
		Introducing the Rubric
FOCUS / COURSE	MA.RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND STANDARD / CONCEPT / SKILL	RI.5.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
		WritingCity • Unit 6: Day 04

		Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
FOCUS / COURSE	MA.RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.5.3.a.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Paper's Work
		Analyzing a Peer's Work • Unit 6: Day 07
		Glows & Grows
FOCUS / COURSE	MA.RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
	MA W/ 5	WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose. <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper?
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.

		WritingCity• Unit 3a: Day 05Model the Plan• Unit 3a: Day 073 Points• Unit 3a: Day 11Revising Part 2• Unit 3b: Day 01Definitions and Details• Unit 3b: Day 02Brainstorming• Unit 3b: Day 035 Square Paragraphs• Unit 3b: Day 045 Square Paragraphs• Unit 3b: Day 07Formal Writing Assessment• Unit 3b: Day 08Writing Strong Conclusions• Unit 4: Day 05Facts and Opinions• Unit 6: Day 08Introducing the Rubric• Unit 6: Day 09The 5 Square Graphic Organizer• Unit 6: Day 11Reviewing the Plan
INDICATOR	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). WritingCity • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 10 Linking Words
INDICATOR	W.5.1.d.	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Writing City + 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 Writers Respond to Questions and Prompts - Unit 2: Day 21 Writers Respond to Questions and Prompts - Unit 2: Day 22 Read, Retroad, Respond, and Score - Unit 3:: Day 04 Let's Take Five - Unit 3:: Day 05 Model the Plan - Unit 3:: Day 06 Whree I Live - Unit 3:: Day 07 3 Points - Unit 3:: Day 08 Revising the End - Unit 3:: Day 08 Revising the End - Unit 3:: Day 10 Revising the End - Unit 3:: Day 10 Revising the End - Unit 3:: Day 11 Revising the End - Unit 3:: Day 12 - Unit 3:: Day 14 Revising the End - Unit 3:: Day 12 - Unit 3:: Day 14 Revising the End - Unit 3:: Day 16 <th></th>	
httro 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 3: Day 04 Let's Take Five + Unit 3: Day 04 Let's Take Five + Unit 3: Day 05 Model the Plan + Unit 3: Day 06 Where 1 Live + Unit 3: Day 06 Revising the End + Unit 3: Day 07 3: Day 07 4: Day 07 4: Day 07 5: Day 08 Revising the End + Unit 3: Day 09 Revising the End + Unit 3: Day 08 Revising the End + Unit 3: Day 10 Definitions and Datalis + Unit 3: Day 08 5: Square Paragraphs + Unit 3: Day 02 Brainstorming + Unit 3: Day 03 5: Square Paragraphs + Unit 3: Day 04 Virting Strong Conclusions + Unit 3: Day 05 Writing Strong Conclusions + Unit 3: Day 13 Nonfiction Text Features + Unit 3: Day 14 Nonfiction Text Features + Unit 3: Day 15 Respond to Nonficion Texts and Score + Unit 3: Day 16 Respond to Nonficion Texts and Score + Unit 3: Day 16 Respond to Nonficion Texts and Score + Unit 3: Day 16 Respond to Nonficion Texts and Score + Unit 3: Day 16 Respond to Nonficion Texts and Score + Unit 3: Day 16 Respond to Nonficion Texts and Score + Unit 3: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Nonficion Texts and Score + Unit 4: Day 16 Respond to Text Features + Unit 4: Day 10 Reviewing the Plan + Unit 6: Day 10 Reviewing the Plan + Unit 6: Day 13 Konteriewing Hein + Unit 6: Day 13 Konteriewing Hein	WritingCity
 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, Roread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3: Day 04 Lef's Take Five Unit 3:: Day 05 Model the Plan Unit 3:: Day 06 Where I Live Unit 3:: Day 10 Revising the End Unit 3:: Day 12 Unit 3:: Day 13 S square Paragraphs Unit 3:: Day 03 S square Paragraphs Unit 3:: Day 04 S square Paragraphs Unit 3:: Day 107 Fenda Minit 207 Fenda	
Ways Writer's Respond to Reading - Unit 2: Day 19 Writers Respond to Cluestions 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 3: Day 04 Let's Take Five - Unit 3: Day 05 Model the Plan - Unit 3: Day 06 Where I Live - Unit 3: Day 06 Where I Live - Unit 3: Day 07 3 Points - Unit 3: Day 08 Revising Part 1 - Unit 3: Day 10 Revising Part 2 - Unit 3: Day 10 Brainstorming - Unit 3: Day 01 Definitions and Details - Unit 3: Day 03 5 Square Paragraphs - Unit 3: Day 04 5 Square Paragraphs - Unit 3: Day 05 Writing Strong Conclusions - Unit 3: Day 13 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 15 Respond to Monfiction Texts and Score - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Respond to Monfiction Texts and Score - Unit 3: Day 16 Respond to Monfiction Texts and Score - Unit 3: Day 16 Respond to Monfiction Texts and Score - Unit 3: Day 16 Respond to Monfiction Texts and Score - Unit 3: Day 16 Respond to Monfiction Texts and Score - Unit 3: Day 16 Respond to Monfiction Texts and Score - Unit 4: Day 05 Facts and Opinions - Unit 4: Day 05 Facts and O	
 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 3: 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 What I Live Unit 3a: Day 07 3 Points What I Live Unit 3a: Day 08 Revising the End Unit 3a: Day 07 3 Points Unit 3a: Day 10 Revising the End Unit 3a: Day 11 Revising the End Unit 3a: Day 11 Revising the End Unit 3a: Day 12 Unit 3b: Day 04 Barland 11 Revising the End Unit 3b: Day 01 Definitions and Datalis Unit 3b: Day 02 Brainstorming Unit 3b: Day 04 S Gauare Paragraphs Unit 3b: Day 04 S Suare Paragraphs Unit 3b: Day 04 S Suare Paragraphs Unit 3b: Day 04 S Suare Paragraphs Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text S and Score Unit 3b: Day 14 Respond to Nonfiction Texts and Score Unit 3b: Day 14 Response to Text: Planning Template Unit 4b ya 15 Response to Text: Planning Template Unit 4b ya 15 Response to Text: Planning Template Unit 4b ya 16 Response to Text: Planning Template Unit 4b ya 15 Response to Text: Planning Template Unit 4b ya 16 Response to Text: Planning Template Unit 4b ya 15 Response to Text: Planning Template Unit 4b ya 15 Response to Text: Planning Template Unit 4b ya 15 Response to Text: Planning Template Unit 4b y	
Writers Respond to Questions and Prompts• Unit 2: Day 20Writers Respond, Through Opinions• Unit 2: Day 21Read, Reread, Respond, and Score• Unit 2: Day 22Read, Reread, Respond, and Score• Unit 3: Day 04Lat's Take Five• Unit 3: Day 05Model the Plan• Unit 3: Day 06Where I Live• Unit 3: Day 08Revising the End• Unit 3: Day 08Revising the End• Unit 3: Day 08Revising Part 1• Unit 3: Day 01Revising Part 2• Unit 3: Day 03Points• Unit 3: Day 04Revising Part 2• Unit 3: Day 04Brainstorming• Unit 3: Day 04S Square Paragraphs• Unit 3: Day 04S Square Paragraphs• Unit 3: Day 04S Square Paragraphs• Unit 3: Day 14Revising Formal Writing Assessment• Unit 3: Day 14Nonfiction Text Features• Unit 3: Day 14Respond to Nonfiction Texts and Score• Unit 3: Day 15• Unit 3: Day 16• Unit 3: Day 16• Unit 3: Day 16• Unit 3: Day 16• Unit 3: Day 17Respond to Nonfiction Texts and Score• Unit 4: Day 15Respond to Nonfiction Texts and Score• Unit 4: Day 15Response to Text: Planning Template• Unit 4: Day 16Response to Text: Planning Template• Unit 4: Day 16Response to Text: Planning Template </th <th></th>	
 Unit 2: Day 20 Writers Respond Through Opinions Unit 2: Day 21 Read, Renzond, and Score Unit 2: Day 22 Read, Renzond, and Score Unit 3: Day 04 Let's Take Five Unit 3a: Day 05 Model the Plan Unit 3a: Day 06 Wrhere I Live Unit 3a: Day 07 3 Points Points Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising the End Unit 3a: Day 01 Definitions and Details Unit 3b: Day 01 Definitions and Details Unit 3b: Day 03 S Square Daragraphs Unit 3b: Day 03 S Square Daragraphs Unit 3b: Day 04 S Square Daragraphs Unit 3b: Day 05 Unit 3b: Day 04 S Square Daragraphs Unit 3b: Day 05 Unit 3b: Day 04 S Square Daragraphs Unit 3b: Day 04 S Square Daragraphs Unit 3b: Day 05 Unit 3b: Day 14 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Texts and Score Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4b: Unit 4b y 15 Respone to Text: Planning Template Unit 4b: Day 16 Respone to Text: Planning Template	
Writers Respond Through Opinions + Unit 2: Day 21 Read, Reread, Respond, and Score + Unit 2: Day 22 Read, Roread, Respond, and Score + Unit 3: Day 04 Let's Take Five + Unit 3: Day 05 Model the Plan + Unit 3:: Day 05 Where I Liv: Day 07 3 Points + Unit 3:: Day 07 Hore I Liv: Day 07 3 Points + Unit 3:: Day 07 Hore I Liv: Day 08 Writing Strong Conclusions + Unit 3D: Day 08 Writing Strong Conclusions + Unit 3D: Day 14 Nonfiction Text Features + Unit 3D: Day 15 Respond to Monfiction Texts and Score + Unit 3D: Day 15 Respond to Monfiction Texts and Score + Unit 3D: Day 15 Respond to Monfiction Texts and Score + Unit 3D: Day 15 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 16 Respond to Monfiction Texts and Score + Unit 3D: Day 17 Reviewing the Plan + Unit 6: Day 10 The 5 Square Graphic Organizer + Unit 6: Day 10 The 5 Square Graphic Organizer + Unit 4: Day 15 Response to Text: Persuasive Letters + Unit 6: Day 10 The 5 Square Graphic Organizer + Unit 6: Day 11 Reviewing the Plan + Unit 6: Day 13 Hord Day 13 Hord Day 14 Hord Day	
 Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3: Day 04 Let's Take Five Unit 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 07 3 Points Unit 3a: Day 10 Revising the End Unit 3b: Day 01 Definitions and Details Unit 3b: Day 01 Definitions and Details Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 04 S dy 10 Revising the Score Sco	
Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 05 Model the Plan • Unit 3: Day 06 Where 1 Live • Unit 3: Day 07 3 Points • Unit 3: Day 07 3 Points • Unit 3: Day 08 Revising the End • Unit 3: Day 107 Revising part 1 • Unit 3: Day 10 Revising part 1 • Unit 3: Day 01 1 Revising Part 1 • Unit 3: Day 01 1 Revising Part 2 • Unit 3: Day 01 1 Definitions and Details • Unit 3: Day 02 Brainstorming • Unit 3: Day 03 5 Square Paragraphs • Unit 3: Day 04 5 Square Paragraphs • Unit 3: Day 04 5 Square Paragraphs • Unit 3: Day 08 Writing Strong Conclusions • Unit 3: Day 08 Writing Strong Conclusions • Unit 3: Day 12 Text Features, Main Ideas, and Details • Unit 3: Day 13 Nonfiction Text Features • Unit 3: Day 16 Respond to Monfiction Texts and Score • Unit 3: Day 16 Response to Text: Planning Template • Unit 4: Day 16 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 04 Let's Take Five Unit 3a: Day 06 Whore I Live Unit 3a: Day 06 Where I Live Unit 3a: Day 07 S Points Unit 3a: Day 07 S Points Unit 3a: Day 07 S Points Unit 3a: Day 10 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3a: Day 10 Revising Part 2 Unit 3b: Day 10 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 12 Text Features Winit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Text Features Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4b: Day 06 Facts and Opinons Unit 4b: Day 06 Facts and Opinons Unit 4b: Day 08 Horid 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4b: Day 06 Facts and Opinons Unit 4b: Day 08 Hint 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4b: Day 08 Facts and Opinons Unit 4b: Day 08 Responds to Text: Persuasive Letters Unit 4b: Day 08 Responds to Text: Persuasive Letters Unit 6b Day 08 Introducing the Rubric Unit 6b Day 08 Introducing the Rubric Unit 6b Day 12 Formal Writing - Part 1 Unit 6b Day 12 Formal Writing - Part 1 Unit 6b Day 13 	
Read, Reread, Respond, and Score • Unit 3: Day 06 Wordel the Plan • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 08 Revising Part 1 • Unit 3a: Day 10 Revising Part 2 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 10 • Unit 3b: Day 11 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Text sand Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Responds to Text: Persuasive Letters • Unit 4: Day 05 Facts and Oplinons • Unit 4: Day 04 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 13 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3a: Day 04 Let's Take Five Unit 3a: Day 06 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 07 Points Unit 3a: Day 07 Points Unit 3a: Day 07 Points Unit 3a: Day 10 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3a: Day 10 Revising Part 2 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 04 S Siguare Paragraphs Unit 3b: Day 04 S Siguare Paragraphs Unit 3b: Day 04 S Siguare Paragraphs Unit 3b: Day 12 Toxt Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Texts and Score Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 14 Responds to Text: Persuasive Letters Unit 4: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 16 Responds to Text: Persuasive Letters Unit 4: Day 06 Facts and Oplinons Unit 4: Day 08 Introducing the Rubric Unit 6: Day 08 Introducing the Rubric Unit 6: Day 10 Reviewing the Plan Unit 6: Day 13 Cognalizer Unit 6: Day 14 Nerviewing the Plan Unit 6: Day 15 	
Let's Take Five • Unit 3a: Day 06 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 17 Revising Strong Conclusions • Unit 3b: Day 18 Writing Strong Conclusions • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Respond to Monfiction Texts and Score • Unit 3b: Day 16 Respond to Monfiction Texts and Score • Unit 3b: Day 16 Respond to Monfiction Texts and Score • Unit 3b: Day 16 Respond to Monfiction Texts and Score • Unit 4b 20 46 Facts and Ophions • Unit 4b 20 46 Facts and Ophions • Unit 4b 20 47 Facts and Ophions • Unit 4b 20 47 Facts and Ophions • Unit 4b 20 47 Facts and Ophions • Unit 4b Day 16 Respond to Monfiction Texts and Score • Unit 4b Day 16 Respond to Monfiction Texts and Score • Unit 4b Day 16 Respond to Monfiction Texts and Score • Unit 4b Day 16 Respond to Monfiction Texts and Score • Unit 4b Day 16 Respond to Monfiction Texts and Score • Unit 4b Day 16 Respond to Monfiction Text Persuasive Letters • Unit 6b Day 10 Hordoucing the Rubric • Unit 6b Day 10 Facts and Ophions • Unit 6b Day 10 Facts and Ophions • Unit 6b Day 10 Facts Bay 08 Hordoucing the Rubric • Unit 6b Day 12 Formal Writing - Part 1 • Unit 6b Day 13 • Unit 6b Day 15 • Unit 6b Day 15 • Unit 6b Day 15	
 Unit 3a: Day 06 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3a: Day 10 Revising Part 2 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 01 Definitions and Details Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 14 Nonfiction Text Features Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4b: Day 14 Nonfiction Text: Persuasive Letters Unit 4b: Day 15 Respond to Nonfiction Texts and Score Unit 4b: Day 14 Respond to Nonfiction Texts and Score Unit 4b: Day 14 Respond to Nonfiction Texts and Score Unit 4b: Day 14 Response to Text: Persuasive Letters Unit 4b: Day 14 Response to Text: Persuasive Letters Unit 6b 20 y 08 Introducing the Rubric Unit 6b 20 y 11 Reviewing the Plan Unit 6b 20 y 13 	
Model the Plan - Unit 3a: Day 06 Where I Live - Unit 3a: Day 07 3 Points - Unit 3a: Day 08 Revising the End - Unit 3a: Day 10 Revising Part 1 - Unit 3a: Day 11 Revising Part 2 - Unit 3b: Day 01 Definitions and Details - Unit 3b: Day 02 Brainstorming - Unit 3b: Day 03 5 Square Paragraphs - Unit 3b: Day 04 5 Square Paragraphs - Unit 3b: Day 14 Text Features, Main Ideas, and Details - Unit 3b: Day 14 Nonfiction Text Features - Unit 3b: Day 14 Nonfiction Text Features - Unit 3b: Day 14 Nonfiction Texts and Score - Unit 3b: Day 14 Respond to Nonfiction Texts and Score - Unit 3b: Day 14 Respond to Nonfiction Texts and Score - Unit 4: Day 05 Facts and Opinions - Unit 4: Day 15 Response to Text: Planning Template - Unit 4: Day 16 Response to Text: Planning Template - Unit 4: Day 16 Response to Text: Planning Template - Unit 4: Day 08 Introducing the Rubric - Unit 6: Day 11 Reviewing the Plan - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 - Unit 6: Day 13	
 Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 12 Toxt Features, Main Ideas, and Details Unit 3b: Day 12 Toxt Features, Main Ideas, and Details Unit 3b: Day 12 Toxt Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Texts and Score Unit 3b: Day 14 Nonfiction Texts and Score Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 14 Respond to Ronfiction Texts and Score Unit 4: Day 14 Respond to Ronfiction Texts and Score Unit 4: Day 14 Respond to Ronfiction Texts and Score Unit 4: Day 14 Respond to Ronfiction Texts and Score Unit 4: Day 14 Respond to Ronfiction Texts and Score Unit 4: Day 14 Respond to Ronfiction Texts and Score Unit 4: Day 15 Respond to Rubric Unit 4: Day 16 Respond to Rubric Unit 6: Day 11 Reviewing the Plan Unit 6: Day 13 	
Where I Live• Unit 3a: Day 073 Points• Unit 3a: Day 08Revising the End• Unit 3a: Day 10Revising Part 1• Unit 3a: Day 11Revising Part 2• Unit 3b: Day 01Definitions and Details• Unit 3b: Day 02Brainstorming• Unit 3b: Day 035 Square Paragraphs• Unit 3b: Day 045 Square Paragraphs• Unit 3b: Day 07Formal Writing Assessment• Unit 3b: Day 07Formal Writing Assessment• Unit 3b: Day 10Writing Strong Conclusions• Unit 3b: Day 13Nonfiction Texts and Score• Unit 3b: Day 16Respond to Nonfiction Texts and Score• Unit 3b: Day 16Response to Text: Planning Template• Unit 4: Day 05Facts and Opinions• Unit 4: Day 16Response to Text: Presuasive Letters• Unit 6: Day 13The Square Paragraphic Organizer• Unit 6: Day 13	
 Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End Revising Part 1 Unit 3a: Day 10 Revising Part 2 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 12 Text Features Unit 3b: Day 14 Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Response to Text: Planning Template Unit 4: Day 16 Response to Text: Planning Template Unit 4: Day 16 Response to Text: Planning Template Unit 6: Day 11 Reviewing the Plan Unit 6: Day 13 	
3 Points • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 10 Text Features, Main Ideas, and Details • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 14 Nonfiction Cext: Planning Template • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 4: Day 14 Response to Text: Persuasive Letters • Unit 6: Day 12 The 5 Square Graphic Organizer • Unit 6: Day 12 The S Square Carphic Organizer • Unit 6: Day 12 The S Square Carphic Organizer • Unit 6: Day 13 Comment of the Plan • Unit 6: Day 13 • Unit 6: Day 13	
 Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 03 S Gauer Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Text Features Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 05 Facts and Opinions Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 16 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing -Part 1 Unit 6: Day 13 	
Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 4: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3a: Day 10 Revising Part 1 Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 10 Formal Writing Assessment 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 Responds to Nonfiction Texts and Score Unit 3b: Day 16 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 13 	
Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 19 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3a: Day 11 Revising Part 2 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Unit 3b: Day 04 Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Text Features Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 14 Respond to Nonfiction Texts and Score Unit 4: Day 15 Facts and Opinions Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Tokice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 04 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 05 Facts and Opinions • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 01 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 15 Facts and Opinions Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 16 Response to Text: Planning Template Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 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 15 Facts and Opinions • Unit 4: Day 14 Response to Text: Panaing Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 4: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Init 3b: Day 02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 3b: Day 15 Response to Text: Persuasive Letters Unit 4: Day 15 Response to Text: Persuasive Letters Unit 4: Day 08 Introducing the Rubric Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 	
Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 17 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Respond to Text: Persuasive Letters • Unit 4: Day 19 The 5 Square Graphic Organizer • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 03 5 Square Paragraphs Unit 3b: Day 04 5 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 18 Writing Strong Conclusions Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Text Features Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 13 Nonfiction Choice Cards • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 16 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 14 Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 13	
 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 15 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 11 Reviewing the Plan Unit 6: Day 13 	
Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 16 Facts and Opinions • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 15 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 16 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 13 	
Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Planning Template • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 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 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Planning Template • Unit 6: Day 18 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 13 • Unit 6: Day 13	
 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 3b: 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 12 Formal Writing - Part 1 Unit 6: Day 13 	
Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 05 Facts and Opinions Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 4: Day 05 Facts and Opinions Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 4: Day 15 Response to Text: Persuasive Letters Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13	
Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
 Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 	
Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13	
Unit 6: Ďay 12 Formal Writing - Part 1 Unit 6: Day 13	
• Unit 6: Day 13	
Formal Writing - Part 2	
	Formal Writing - Part 2

INDICATOR	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
		WritingCity
		• Unit 3b: Day 05
		Linking Ideas • Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions • Unit 6: Day 10
		Linking Words
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform
		about or explain the topic.
		WritingCity
		• Unit 3a: Day 01
		Explanatory Writing • Unit 3a: Day 03
		Who is Stronger?
		• Unit 3a: Day 07 3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 11
		Revising Part 2 • Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment • Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 6: Day 14
		Revising
INDICATOR	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
		WritingCity
		• Unit 3a: Day 02
		Purpose and Proof • Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End • Unit 3a: Day 10
		Revising Part 1
		• Unit 3b: Day 07
		Formal Writing Assessment • Unit 3b: Day 08
		Writing Strong Conclusions
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a
		speaker, narrator, and/or characters; organize an appropriate narrative sequence.
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 04

		Voice • Unit 2: Day 01
		Vary Sentences Part 1 • Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 04
		Character Description • Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience • Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative • Unit 2: Day 12
		Writing a Conclusion
		Unit 5: Day 01 What is Historical Fiction?
		• Unit 5: Day 02
		Planning Wheel 1
		Unit 5: Day 03 Planning Wheel 2
		• Unit 5: Day 05
		Developing Characters • Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 07
		Revising Part 1
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
		WritingCity
		• Unit 1: Day 02 Ideas
		• Unit 1: Day 04
		Voice
		• Unit 2: Day 01 Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2 • Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience • Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11 Writing a Real Narrative
		• Unit 2: Day 12
		Writing a Conclusion
		• Unit 5: Day 02 Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters • Unit 5: Day 06
		Writing and Commas
INDICATOR	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage sequence.
		WritingCity
		• Unit 1: Day 03
		Organization • Unit 2: Day 05
L		· Unit 2. Day 00

		Transition • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely. <u>WritingCity</u> • Unit 1: Day 04 Voice • Unit 1: Day 06 Word Choice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 03 Sensory Images • Unit 2: Day 04 Character Description • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End
INDICATOR	W.5.3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 10 Planning to Write • Unit 2: Day 12 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

		Due due e el con en el colo ano travitivo n'in subjete the elever la macente en el
STANDARD / CONCEPT /	W.5.4.	Produce clear and coherent writing in which the development and
SKILL		organization are appropriate to task, purpose, and audience.
		(Grade-specific expectations for writing types are defined in
		Standards 1–3 above.)
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 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 04
		Let's Take Five
		• Unit 3a: Day 05
		Model the Plan
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 10
		Revising Part 1
		• Unit 3b: Day 01
		Definitions and Details
		• Unit 3b: Day 04
		5 Square Paragraphs
		Unit 3b: Day 07 Earmel Writing Accessment
		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 08
		Introducing the Rubric
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
		• Unit 6: Day 14
L		• Unit 6: Day 14

		Revising • Unit 6: Day 15
		Editing
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.b.	Demonstrate the ability to use general academic and domain- specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5). <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 03 Points • 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
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. <u>WritingCity</u> • Unit 6: Day 16 Scoring and Publishing
FOCUS / COURSE	MA.W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>WritingCitv</u> • 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

		The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
STANDARD / CONCEPT / SKILL	W.5.9.	Formal Writing - Part 2 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Wars 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 3: Day 02 Purpose and Proof • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 S Square Paragraphs • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 13 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 13 Response to Text: Planning Template • Unit 4: Day 13 Respons
		Glows & Grows

FOCUS / COURSE	MA.W.5.	 Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 20 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 06 Wherel Live • Unit 3: Day 06 Revising the End • Unit 3: Day 08 Revising the End • Unit 3: Day 08 Revising the End • Unit 3:: Day 09 Using Commas • Unit 3:: Day 10 Revising Part 1 • Unit 3:: Day 11 Revising Part 2

• Ur	it 3a: Day 12
Editi	
• Ur	it 3a: Day 13
Rub	ric Scoring
	it 3b: Day 02
	nstorming
• Ur	it 3b: Day 03
	uare Paragraphs
• Ur	it 3b: Day 04
5 Sq	uare Paragraphs
• Ur	it 3b: Day 05
Link	ing Ideas
• Ur	it 3b: Day 07
Form	nal Writing Assessment
	it 3b: Day 08
Writ	ng Strong Conclusions
	it 3b: Day 09
	sing
	it 3b: Day 10
Editi	
	it 3b: Day 11
	ing and Publishing
	it 4: Day 01
	t is an Opinion Paper?
	it 4: Day 02
	Opinion T-Chart
	it 4: Day 03
	uare Paragraphs
	it 4: Day 04
	uare Paragraph Graphic Organizer
	it 4: Day 05
	s and Opinions
	it 4: Day 06
	's Formal Writing Assessment
	it 4: Day 07
	aits Rubric
	it 4: Day 08
	graphs 1 & 2
	it 4: Day 09
	graphs 3, 4, & 5
	it 4: Day 10
	sing
	it 4: Day 11
Editi	
• Ur	it 4: Day 12 ing and Publishing
	ing and Publishing it 4: Day 13
	oonse to Text: Two of a Kind it 5: Day 04
	t's the Plan?
	it 5: Day 05
	eloping Characters
	it 5: Day 06
	ng and Commas
	it 5: Day 07
	sing Part 1
	it 5: Day 08
	sing Part 2
	it 5: Day 09
Editi	
	it 5: Day 10
	pare the Past
	pare the Past it 5: Day 11
Rub	pare the Past

Focus / course	MA.SL.5.	Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 10 Linking Words • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing Grade 5 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL	SL.5.4.	Presentation of Knowledge and Skills Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.) <u>WritingCity</u> • Unit 3a: Day 01 Explored on Mriting
		Explanatory Writing
FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
		WritingCity • Unit 1: Day 07

EXPECTATION	L.5.1.b.	 Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2 Unit 6: Day 15 Editing Recognize and correct inappropriate shifts in verb tense.
		Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.5.1.d.	Form and use perfect verb tenses. <u>WritingCity</u> • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?

FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.b.	Use punctuation to separate items in a series. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas • Unit 6: Day 15 Editing
INDICATOR	L.5.2.c.	Use a comma to separate an introductory element from the rest of the sentence. WritingCity • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
INDICATOR	L.5.2.d.	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). <u>WritingCity</u> • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
INDICATOR	L.5.2.e.	Use underlining, quotation marks, or italics to indicate titles of works. <u>WritingCitv</u> • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 15 Editing • Unit 3b: Day 10 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.

		WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 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
FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <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 09 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 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
FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows

INDICATOR	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5.b.	Recognize and explain the meaning of common idioms, adages, and proverbs. <u>WritingCity</u> • Unit 5: Day 08 Revising Part 2
INDICATOR	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <u>WritingCity</u> • Unit 5: Day 07 Revising Part 1
FOCUS / COURSE	MA.L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing

© 2019 EdGate Correlation Services, LLC. All Rights reserved.