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

Michigan Academic Standards Language Arts

Grade: K - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W.K.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is). WritingCity • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 03 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
GRADE LEVEL EXPECTATION	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>WritingCity</u> • 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 05 Sentence Types • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment

GRADE LEVEL	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a
EXPECTATION	vv.r	single event or several loosely linked events, tell about the events
EXPECTATION		in the order in which they occurred, and provide a reaction to what
		happened.
		nappeneu.
		WritingCity
		• Unit 1: Day 06
		Transitional Writer
		Unit 2a: Day 01
		Picture Planning
		• Unit 2a: Day 02
		Draw and Write
		• Unit 2a: Day 03
		Draw and Write Part 2
		• Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		Draw and Write Part 4
		• Unit 2a: Day 06
		Draw and Write Part 5
		• Unit 2a: Day 07
		Draw and Write Part 6
		• Unit 2a: Day 08
		Glows and Grows
		• Unit 2a: Day 09
		Find the Glows and Grows
		Unit 2a: Day 10
		Let's Write
		• Unit 2b: Day 01
		Writing on Your Own
		• Unit 2b: Day 02
		Sharing Your Writing
		Unit 2b: Day 03
		Keep On Writing
		• Unit 2b: Day 04
		Write On!
		• Unit 2b: Day 05
		Just Keep Writing
		• Unit 2b: Day 06
		Write? Right!
		• Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08
		The Checklist
		Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		Unit 3a: Day 02 High Fraguency Words
		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
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		The Checklist
		• Unit 5: Day 01 Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
STRAND / STANDARD CATEGORY	MI.CC.W.K.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
		WritingCity
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04 The Best - Part II
		• Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06
		The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion • Unit 6: Day 03
		Revising
		• Unit 6: Day 04
		More Revising
		• Unit 6: Day 07
		Even More Revising
		• Unit 6: Day 08
		Another Revising Day
		• Unit 6: Day 10
		Scoring Research
GRADE LEVEL EXPECTATION	W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		WritingCity
		• Unit 6: Day 10
		Scoring Research
STRAND / STANDARD CATEGORY	MI.CC.W.K.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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
L	11	· One of Day of

		More Topics • Unit 6: Day 09 The Checklist
GRADE LEVEL EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCitv</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
STRAND / STANDARD CATEGORY	MI.CC.L.K.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL	L.K.1.	Demonstrate command of the conventions of standard English
EXPECTATION		grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters. WritingCity • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2a: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing

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

The Best • Unit 4: Day 04 The Best - Part II	
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	
EXPECTATION L.K.1(e) Use the most frequently occurring prepositions (e.g., to, f out, on, off, for, of, by, with).	from, in,
WritingCity	
• Unit 3a: Day 01	
Word Wall • Unit 3a: Day 02	
High Frequency Words	
• Unit 3a: Day 03	
More High Frequency Words • Unit 3a: Day 04	
Even More High Frequency Words	
• Unit 3a: Day 05	
High Frequency Word Masters	
• Unit 3a: Day 06 Time to Write	
• Unit 3a: Day 07	
Find the Words	
• Unit 3a: Day 08 New Writing Topics	
• Unit 3a: Day 09	
The Pronoun "I"	
• Unit 3a: Day 10 The Checklist	
EXPECTATION L.K.1(f) Produce and expand complete sentences in shared langu activities.	lage
WritingCity	
• Unit 4: Day 08 Your Favorite	
• Unit 4: Day 09	
State Your Opinion	
• Unit 6: Day 03 Revising	
• Unit 6: Day 04	
More Revising	
• Unit 6: Day 06	
More Topics • Unit 6: Day 07	
Even More Revising	
• Unit 6: Day 08	
Another Revising Day	
• Unit 6: Day 10 Scoring Research	
• Unit 6: Day 10	

GRADE LEVEL	L.K.2.	Demonstrate command of the conventions of standard English
EXPECTATION	L.N.2.	capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
	L.N.2(d)	Capitalize the first word in a sentence and the pronoun i.
		WritingCity
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 01
		Reasons to Write
		• Unit 3b: Day 02
		Informative Writing
		• Unit 3b: Day 03
		Write Informatively • Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04
		The Best - Part II • Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06
		The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10
		The Checklist
		• Unit 5: Day 01
		Poems, Poems
		• Unit 5: Day 02
		More, More
		• 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
EXPECTATION	L K 2(b)	
EAFECIATION	L.K.2(b)	Recognize and name end punctuation.
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		WritingCity
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07 Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 01
		Reasons to Write
		• Unit 3b: Day 02
		Informative Writing
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06 Sentence Types
		Sentence Types • Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 4: Day 01
		Reasons to Write
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04
		The Best - Part II
		• Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06 The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10
		The Checklist
		• Unit 5: Day 01
		Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme
		Unit 5: Day 05 Color Words Diverse
		Color Words Rhymes
		• Unit 6: Day 06 More Tenice
		More Topics • Unit 6: Day 10
		Scoring Research
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds
		(phonemes).
		WritingCity

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

		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems
		• Unit 5: Day 02
		More, More, 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
EXPECTATION		
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-
		letter relationships
		letter relationships.
		WritingCity
		<u>WritingCity</u> ● Unit 3a: Day 01
		WritingCity • Unit 3a: Day 01 Word Wall
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03
		WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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"
		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 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
		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 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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
		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 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06
		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 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06
		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 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06

		Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 04 Write a Rhyme Unit 6: Day 10 Scoring Research
STRAND / STANDARD CATEGORY	MI.CC.L.K.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Michigan Academic Standards

Language Arts

Grade: 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(g)	Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Elots Day 07 Editing

STRAND / STANDARD CATEGORY	MI.CC.W.1.	• 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 Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 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 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
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 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
GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened,
		use temporal words to signal event order, and provide some sense
		of closure.
		WritingCity
		Unit 2a: Day 01 Engaging Topics
		• Unit 2a: Day 02
		Plan and Write
		• Unit 2a: Day 03 Topics and Planning
		• Unit 2a: Day 04
		The Hook • Unit 2a: Day 05
		The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing • Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08 Picture, Plan and Write
		• Unit 2a: Day 09
		Exclamation!
		Unit 2a: Day 10 Questions?
		• Unit 2a: Day 11
		Voice Through Humor • Unit 2a: Day 12
		Recounting Events
		• Unit 2a: Day 13 The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 01 Planning a BME Writing Piece
		• Unit 2b: Day 02
		Writing a BME Piece • Unit 2b: Day 03
		Thinking about Spelling
		• Unit 2b: Day 04
		Remembering End Punctuation • Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06 Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08 Temporal Words
		• Unit 2b: Day 09
		First, Second, Third • Unit 2b: Day 10
		Revising

		 Unit 2b: Day 11 Applying the Focus Skills Unit 2b: Day 12 Revising with a Peer Unit 2b: Day 13 Revising Questions
		 Unit 2b: Day 14 Remembering the Focus Skills Unit 2b: Day 15 Writing Assessment Unit 5: Day 01
		4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece
		Unit 5: Day 04 Narrative Writing with 4 Ws Unit 5: Day 05 The Candy House
		• Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
STRAND / STANDARD	MI.CC.W.1.	Writing Standards
CATEGORY STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills
		 Unit 2b: Day 12 Revising with a Peer Unit 2b: Day 13 Revising Questions
		Unit 2b: Day 15 Writing Assessment Unit 3: Day 15 Revising
		 Unit 3: Day 16 Publishing and Sharing Unit 4: Day 07 Adding Details Unit 4: Day 08
		 Onit 4: Day 08 Revising with a Peer Unit 4: Day 12 Revising the Assessment Writing Unit 5: Day 03
		 • Unit 5: Day 05 • Unit 5: Day 05 The Candy House • Unit 5: Day 11
		Revising the Assessment Piece • Unit 6: Day 03 What Will You Need?
		 Unit 6: Day 04 Verb Tenses Unit 6: Day 05 Glows and Grows

GRADE LEVEL EXPECTATION	W.1.6.	 Unit 6: Day 06 Review Focus Skills Unit 6: Day 07 Assessment Writing Unit 6: Day 08 Finishing the Assessment Unit 6: Day 09 Answering the Revising Question Unit 6: Day 10 Editing Checklist With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		WritingCity • Unit 6: Day 10 Editing Checklist
STRAND / STANDARD CATEGORY	MI.CC.W.1.	Writing Standards
STANDARD		Research to Build and Present Knowledge
	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). WritingCity • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GRADE LEVEL EXPECTATION	W.1.8.	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 "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 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND / STANDARD	MI.CC.L.1.	Language Standards
CATEGORY STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
		WritingCity
		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
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
		WritingCity
		• Unit 2b: Day 06
		Nouns • Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08
		Temporal Words
		• Unit 2b: Day 09
		First, Second, Third • Unit 2b: Day 11
		Applying the Focus Skills
		• Unit 2b: Day 12
		Revising with a Peer
		• Unit 2b: Day 13 Revising Questions
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 3: Day 03
		Nouns
		• Unit 3: Day 04 What is a Fact?
		• Unit 3: Day 05
		Planning for Informative Writing
		• Unit 3: Day 06
		Writing to Inform • Unit 3: Day 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 What Will You Need?
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic
		sentences (e.g., He hops; We hop).
		WritingCity
		• Unit 3: Day 11
		Sarah Went to the Museum • Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing

		• Unit 4: Day 09
		Writing with Prepositions
		 Unit 4: Day 10 The Best Thing to Do With a Friend
		• Unit 4: Day 11
		Assessment Writing
EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
		WritingCity
		Unit 3: Day 07
		Introductory Sentence • Unit 3: Day 08
		Past Tense Verbs
		• Unit 3: Day 10
		Pronouns • Unit 3: Day 11
		Sarah Went to the Museum
		Unit 3: Day 12
		Adding a Conclusion • Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing
		• Unit 4: Day 05
		Adjectives
		Unit 4: Day 06 Reviewing the Focus Skills
		• Unit 4: Day 11
		Assessment Writing
EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
		WritingCity
		• Unit 3: Day 07
		Introductory Sentence
		• Unit 3: Day 08 Past Tense Verbs
		• Unit 3: Day 09
		Concluding Statement
		• Unit 3: Day 10 Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum
		Unit 3: Day 12 Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 09
		Writing with Prepositions • Unit 4: Day 10
		The Best Thing to Do With a Friend
		• Unit 4: Day 11
		Assessment Writing • Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05
		Glows and Grows • Unit 6: Day 07
		Assessment Writing
		Assessment Writing

		a Unit 6: Day 09
		Unit 6: Day 08 Finishing the Assessment
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
		WritingCity • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing • Unit 6: Day 03 What Will You Need? • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
EXPECTATION	L.1.1(g)	Use frequently occurring conjunctions (e.g., and, but, or, so, because). <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
EXPECTATION	L.1.1(h)	Use determiners (e.g., articles, demonstratives). <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward). <u>WritingCity</u> • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing

EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <u>WritingCity</u> • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND / STANDARD CATEGORY	MI.CC.L.1.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(a)	Capitalization, punctuation, and spenning when writing. Capitalize dates and names of people. WritingCity • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering the Focus Skills • Unit 2b: Day 04 Remembering the Focus Skills • Unit 3: Day 05 Fluffy the Cat • 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 14 Informative/Explanatory Writing • Unit 3: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 05

The Candy House Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist Unit 5: Day 12 Using the Checklist Unit 5: Day 12 Using the Checklist Unit 6: Day 12 Use end punctuation for sentences. WritingCity * Unit 7a: Day 08 Picture, Plan and Write Use end punctuation for sentences. WritingCity * Unit 7a: Day 08 Picture, Plan and Write Use end punctuation • Unit 7a: Day 14 Score with a Rubric • Unit 7b: Day 04 Remembering End Punctuation • Unit 7b: Day 04 Remembering the Focus Skills • Unit 7b: Day 04 Prepositions • Unit 7b: Day 14 Stating your Opinion • Unit 4: Day 02 Prepositions • Unit 4: Day 03 • Unit 4: D			The Condy House
Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 02 The "How To" PlanEXPECTATIONL.1.2(b)Use end punctuation for sentences.WritingCity • Unit 2: Day 02 The "How To" PlanEXPECTATIONL.1.2(b)Use end punctuation for sentences.WritingCity • Unit 2: Day 08 Picture, Plan and Write • Unit 2: Day 09 Exclamation! • Unit 2: Day 10 Questions? • Unit 2: Day 11 Voice Through Humor • Unit 2: Day 10 Questions? • Unit 2: Day 03 Thinking about 5pelling • Unit 2: Day 04 Remembering End Punctuation • Unit 2: Day 04 Remembering End Punctuation • Unit 2: Day 05 Fluffy the Cat • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 • Unit 3: Day 09 • Unit 3: Day 09 • Unit 5: Day 05 • The Candy House • Unit 5: Day 06 • Unit 4: Day 04 • Unit 5: Day 07 • Editing • Unit 5: Day 08 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 09 • Unit 5: Day 09 • Unit 5: Day 09 • EXPECTATIONEXPECTATIONL.1.2(c)			
• Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 02 The "How To" Plan EXPECTATION L.1.2(b) Use end punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 10 Question • Unit 2a: Day 11 • Unit 2b: Day 03 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 05 <			
The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 5: Day 12 Using the Checklist • Unit 5: Day 02 The "How To" PlanEXPECTATIONL.1.2(b)Use end punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Ecclamation1 • Unit 2a: Day 09 Use status 2000 Cuestions? • Unit 2a: Day 10 • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 4b: Day 04 • Unit 2b: Day 04 • Unit 4b: Day 04 • Unit 5b: Day 05 • The Candy House • Unit 5b: Day 05 • The Candy House • Unit 5b: Day 08 • The Editing Checklist • Unit 5b: Day 08 • The Editing Checklist • Unit 5b: Day 09 • Unit 3b: D			
• Unit 5: Day 19 Pere Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 02 The "How To" Plan EXPECTATION L.1.2(b) Use end punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation1 • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering the Focus Skills • Unit 2b: Day 04 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 104 Using Prepositions • Unit 4: Day 104 Using Prepositions • Unit 4: Day 10 Using Prepositions • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08			
Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 02 The "How To" PlanEXPECTATIONL.1.2(b)Use end punctuation for sentences.WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 08 Use state of the sentences of the sentence of the sen			
Image: State of the second			
EXPECTATION L.1.2(b) Use and punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation1 • Unit 2a: Day 01 Questions? • Unit 2a: Day 01 Questions? • Unit 2a: Day 01 Questions? • Unit 2a: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering End Punctuation • Unit 4: Day 14 Romembering End Punctuation • Unit 4: Day 04 Piloff the Cat • Unit 4: Day 10 The Cat 9 10 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 10 The Beat Thing to Do With a Friend • Unit 5: Day 10 The Beat Thing to Do With a Friend • Unit 5: Day 10 The Catndy House • Unit 5: Day 10 The Catndy House • Unit 5: Day 10 The Editing 0 • Unit 5: Day 10 Perpositions • Unit 5: Day 10 Perpositions • Unit 5: Day 10 Editin			
event - Unit 6: Day 02 The "How To" Plan EXPECTATION L.1.2(b) Use end punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • 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 04 Remembering the Focus Skills • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 The Bet Thing to Do With a Friend • Unit 4: Day 06 The Bet Thing to Do With a Friend • Unit 5: Day 07 Prepositions • Unit 5: Day 07 The Bet Thing to Do With a Friend • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 EXPECTATION L.1.2(c) Use commas in dates and to separate single words in a series. WritionCity • Unit 3: Day 09			
EXPECTATION L.1.2(b) Use and punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation1 • Unit 2a: Day 09 • Contract Day 09 Exclamation1 • Unit 2a: Day 10 Questions? • Unit 2a: Day 10 Questions? • Unit 2a: Day 10 Questions? • Unit 2b: Day 03 Thrinking about Spelling • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 05 Pictur 4: Day 10 Remembering End Punctuation • Unit 4: Day 103 Stating your Opinion • Unit 4: Day 104 Stating your Opinion • Unit 4: Day 10 The Beat Thing to Do With a Friend • Unit 4: Day 10 The Beat Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 08 The Cating Checklist • Unit 5: Day 09 Pere Editing • Unit 5: Day 10 The Beat Thing to Do With a Friend • Unit 5: Day 10 The Cating Checklist • Unit 5: Day 109 Pere Editing <td></td> <td></td> <td>5</td>			5
EXPECTATION L.1.2(b) Use end punctuation for sentences. WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Picture, Plan and Write • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 05 • Unit 4: Day 03 Stating your Option • Unit 4: Day 03 Stating your Option • Unit 4: Day 04 Using Prepositions • Unit 4: Day 03 Stating your Option • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 The Best Thing to Do With a Friend • Unit 4: Day 06 Writing • Unit 5: Day 05 The Cady House • Unit 5: Day 05 The East Thing to Do With a Friend • Unit 5: Day 05 The East Thing to Do With a Friend • Unit 5: Day 05 The East Thing to Do With a Friend • Unit 5: Day 08 The East Thing to Do With a Friend • Unit 5: Day 09			
WritingCity • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation1 • Unit 2a: Day 09 Exclamation1 • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 06 The Editing 0 • Unit 5: Day 08 Peer Editing • Unit 5: Day 09 Peer Editing			
• 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 2b: Day 03 Thinking about Spelling • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering the Focus Skills • Unit 2b: Day 04 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Stating your Opinion • Unit 4: Day 06 Writing with Prepositions • Unit 3: Day 05 The Best Thing to Do With a Friend • Unit 5: Day 06 The Candy House • Unit 5: Day 08 Pere Editing • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10 Editing Checklist	EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
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• Unit 3: Day 09	EXPECTATION	L.1.2(c)	Use commas in dates and to separate single words in a series.
• Unit 3: Day 09			
Concluding Statement			
• Unit 3: Day 13			• Unit 3: Day 13
Planning the Writing Assessment			
• Unit 3: Day 14			• Unit 3: Day 14

		Informative/Explanatory Writing • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. WritingCity • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 06 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 06 Think About Spacing • 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 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 07 Glows and Grows • Unit 5: Day 08 Peer Editing • Unit 5: Day 08 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist

	• Unit 6: Day 10
	Editing Checklist
L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.2(e)	Spell untaught words phonetically, drawing on phonemic
	• 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
MI.CC.L.1.	Language Standards
	Vocabulary Acquisition and Use
L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	MI.CC.L.1

EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy). <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
EXPECTATION	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 6: Day 02 The "How To" Plan • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND / STANDARD CATEGORY	MI.CC.L.1.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing

Michigan Academic Standards

Language Arts

Grade: 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <u>WritingCity</u> • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words • Unit 4: Day 03 Reflexive Pronouns

		• Unit 4: Day 04
		Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning
		• Unit 4: Day 08
		Contractions
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 10
		Writing a Letter
		• Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment
		Unit 4: Day 13 Earmel Writing Assessment: Revising and Editing
		Formal Writing Assessment: Revising and Editing
GRADE LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic,
EXPECTATION		use facts and definitions to develop points, and provide a
_		concluding statement or section.
		WritingCity
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		• Unit 3a: Day 02
		Plural Nouns
		• Unit 3a: Day 03
		2 Paragraph Planning
		• Unit 3a: Day 04
		Writing 2 Paragraphs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 08
		Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 10
		Revising Checklist
		• Unit 3a: Day 11
		Formal Writing Assessment: Plan
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3b: Day 01
		Facts and Opinions
		• Unit 3b: Day 02
		Defining Nouns
		• Unit 3b: Day 03
		Defining Nouns Part 2
		• Unit 3b: Day 04
		Writing a Conclusion
		• Unit 3b: Day 05
		Varying Sentences
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 12
		Formal Writing Assessment: Planning

		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1 • Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		Unit 3b: Day 17 Formal Writing Assessment: Publishing
		• Unit 6: Day 06
		4 Paragraph Planning 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
GRADE LEVEL	W.2.3.	Write narratives in which they recount a well-elaborated event or
EXPECTATION		short sequence of events, include details to describe actions,
		thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
		WritingCity
		• Unit 1: Day 02 Traits: Ideas
		• Unit 1: Day 03
		Traits: Organization
		• Unit 1: Day 04
		Traits: Voice
		Unit 1: Day 06 Traits: Word Choice
		• Unit 2: Day 01
		Narrative Writing: BME
		Unit 2: Day 02
		Narrative Writing: Past Tense Verbs • Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details Unit 2: Day 06
		Narrative Writing: Revising to add Thoughts and Feelings
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		 Unit 2: Day 08 Narrative Writing: Temporal Words Day 1
		• Unit 2: Day 09
		Narrative Writing: Temporal Words Day 2
		• Unit 2: Day 11
		Narrative Writing: Formal Writing Assessment Day 1 Unit 2: Day 12
		• Onit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2
		• Unit 5: Day 01
		Planning with a Story Strip Day 1
		Unit 5: Day 02 Planning with a Story Strip Day 2
		• Unit 5: Day 03
		Writing in the Past Tense Day 1
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		Unit 5: Day 05 Adjectives
		• Unit 5: Day 06
		Possessive and Plural Nouns
		Unit 5: Day 09 Eormal Writing Assessment: Planning
		Formal Writing Assessment: Planning Unit 5: Day 10
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		Formal Writing Assessment
		Unit 5: Day 11 Formal Writing Accessment: Davising
		Formal Writing Assessment: Revising Unit 5: Day 12
		Using Temporal Words
STRAND / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		WritingCity • Unit 1: Day 01
		Getting Ready to Write: Topics • Unit 2: Day 05
		Narrative Writing: Revising by Adding Details Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet Unit 3a: Day 02
		Plural Nouns Unit 3a: Day 03 Development Planning
		2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs
		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 Accessment: Plan
		Formal Writing Assessment: Plan Unit 3a: Day 12
		Formal Writing Assessment
		Unit 3a: Day 13 Secting with a Bubric
		Scoring with a Rubric • Unit 3b: Day 01
		Facts and Opinions
		Unit 3b: Day 02 Defining Nouns
		• Unit 3b: Day 03
		Defining Nouns Part 2
		Unit 3b: Day 04 Writing a Conclusion
		• Unit 3b: Day 05
		Varying Sentences
		Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		Unit 3b: Day 08 Revising with a Checklist
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 10 Writing 2 Paragraphs
		• Unit 3b: Day 11
		Editing

		• Unit 3b: Day 12
		Formal Writing Assessment: Planning
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		Unit 3b: Day 14 Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 3b: Day 16
		Formal Writing Assessment: Scoring
		• Unit 3b: Day 17
		Formal Writing Assessment: Publishing
		• Unit 4: Day 01
		Facts and Opinions
		• Unit 4: Day 02
		Linking Words
		• Unit 4: Day 03
		Reflexive Pronouns
		 Unit 4: Day 04 Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning
		• Unit 4: Day 08
		Contractions
		• Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 10
		Writing a Letter
		• Unit 4: Day 11
		Formal Writing Assessment: Planning • Unit 4: Day 12
		Formal Writing Assessment
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
		• Unit 4: Day 15
		Formal Writing Assessment: Scoring with a Rubric
		• Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 08
		Peer Revision
		• Unit 5: Day 11
		Formal Writing Assessment: Revising
		Unit 5: Day 12 Using Temporal Words
		Using Temporal Words • Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
		• Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
		Unit 6: Day 11 Section with a Dukria
		Formal Writing Assessment: Scoring with a Rubric
GRADE LEVEL	W.2.6.	With guidance and support from adults, use a variety of digital tools
EXPECTATION		to produce and publish writing, including in collaboration with
		peers.
		WritingCity
		WritingCity • Unit 4: Day 06
	11	· Ont Day vo
		Publishing

	1	a Upit 4: Day 14
		Unit 4: Day 14 Formal Writing Assessment: Publishing Unit 5: Day 13
		Formal Writing Assessment: Scoring with a Rubric • Unit 6: Day 12 Formal Writing Assessment: Publishing
STRAND / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 Adjectives
		• Unit 6: Day 05 Research Resources
		Unit 6: Day 06 A Paragraph Planning SheetPart 1 Unit 6: Day 07 Descrete Planning Sheet Part 2
		4 Paragraph Planning SheetPart 2
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 13 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 07 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL	L.2.1.	Demonstrate command of the conventions of standard English
EXPECTATION		grammar and usage when writing or speaking.

EXPECTATION	1 2 1/2)	Les collective nouns (s.g. group)
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
		WritingCity
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
		 Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
		WritingCity
		• Unit 3a: Day 02
		Plural Nouns
		Unit 3a: Day 07
		Glows and Grows • Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3b: Day 02
		Defining Nouns
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 6: Day 02
		Collective Nouns
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
		WritingCity
		• Unit 4: Day 03
		Reflexive Pronouns
		 Unit 4: Day 04 Revising and Editing with a Checklist
		• Unit 4: Day 05
		Peer Revising
		• Unit 4: Day 07
		Planning
		• Unit 4: Day 08
		Contractions Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs
		(e.g., sat, hid, told).
		WritingCity
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		• Unit 2: Day 03 Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
	0	

		 Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt
		Unit 5: Day 02 Planning with a Story Strip Day 2
		• Unit 5: Day 03
		Writing in the Past Tense Day 1 • Unit 5: Day 09
		Formal Writing Assessment: Planning
		Unit 5: Day 10 Formal Writing Assessment
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending
EXPECTATION	L.2.1(e)	on what is to be modified.
		WritingCity
		• Unit 1: Day 04
		Traits: Voice • Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 09
		Write Informative Text Part 2 Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 5: Day 05
		Adjectives
		Unit 5: Day 06 Possessive and Plural Nouns
		• Unit 5: Day 07
		Revising to Add Adjectives and Details
		Unit 5: Day 09 Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		Unit 6: Day 03 Adjectives
		• Unit 6: Day 04
		Alliteration with Adjectives & Adverbs
		Unit 6: Day 08 Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
		 Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound
	L.2. I(I)	sentences (e.g., The boy watched the movie; The little boy watched
		the movie; The action movie was watched by the little boy).
		WritingCity
		Unit 1: Day 05 Traits: Sentence Fluency
		• Unit 2: Day 04
		Narrative Writing: Revising for Sentence Fluency
		• Unit 3a: Day 07 Glows and Grows
		• Unit 3a: Day 08
		Write Informative Text Part 1
		Unit 3a: Day 09 Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3b: Day 05

		Varying Sentences • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2
		Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
EXPECTATION	L.2.2(b)	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
EXPECTATION	L.2.2(c)	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
EXPECTATION	L.2.2(d)	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
EXPECTATION	L.2.2(e)	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
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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

Michigan Academic Standards Language Arts

		Grade: 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL.3.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		WritingCity Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19
		 Control Day 13 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION	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
STRAND / STANDARD CATEGORY	MI.CC.RL.3.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		WritingCity

		Unit 5: Day 18 Activate Thinking in Traditional Literature
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
		WritingCity Unit 2: Day 18 Writers Respond to Questions and Prompts
STRAND / STANDARD CATEGORY	MI.CC.RL.3.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
		WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STRAND / STANDARD	MI.CC.RI.3.	Reading Standards for Informational Text
CATEGORY		
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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 18 Scoring a Response • Unit 4: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 18 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD	MI.CC.RI.3.	Reading Standards for Informational Text
CATEGORY		
STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION	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. <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
GRADE LEVEL EXPECTATION	RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response
STRAND / STANDARD CATEGORY	MI.CC.RI.3.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <u>WritingCity</u> • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. <u>WritingCity</u> • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD CATEGORY	MI.CC.RI.3.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <u>WritingCity</u>

		• Unit 4: Day 12
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
STRAND / STANDARD CATEGORY	MI.CC.RF.3.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding. WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21
		Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD CATEGORY	MI.CC.W.3.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	W.3.1(a)	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. WritingCity • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
EXPECTATION	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 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment

		• Unit 4: Day 10 Revising
EXPECTATION	W.3.1(d)	Provide a concluding statement or section. <u>WritingCity</u> • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
STRAND / STANDARD CATEGORY	MI.CC.W.3.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <u>WritingCity</u> • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place
		 Unit 3a: Day 12 Revising with A.R.M.S. Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 02 Becoming Experts Unit 3b: Day 03 Facts, Definitions, and Details Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 S Square Planning Sheet Unit 6: Day 10

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		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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		WritingCity
		Unit 3a: Day 01
		Informational Writing
		• Unit 3a: Day 02
		Paragraphing and Structure
		• Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 06
		Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions
		Unit 3a: Day 08
		Score and Organize
		Unit 3a: Day 10 Teacher Modeling and Planning
		Teacher Modeling and Planning • Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 02
		Becoming Experts
		• Unit 3b: Day 03
		Facts, Definitions, and Details
		• Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 07
		Revisiting Conclusions
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10
		Formal Writing Assessment
		Unit 3b: Day 11 Devicing with A D M S
		Revising with A.R.M.S
		Unit 6: Day 01 Start by Chaosing a Topic
		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
l	11	

		5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14
EXPECTATION	W.3.2(c)	Scoring with a Rubric 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 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 10 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
EXPECTATION	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 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S
STRAND / STANDARD CATEGORY	MI.CC.W.3.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

		WritingCity • Unit 1: Day 02 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 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 14 Formal Writing Assessment
EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14

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

STRAND / STANDARD CATEGORY	MI.CC.W.3.	Writing Standards
STANDARD		Production and Distribution of Writing
CATEGORY	MI.CC.W.3.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning
		• Unit 2: Day 08
		 Offit 2: Day 17 Offit to the RACES Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 19 Using the Checklist Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 01 Informational Writing Unit 3a: Day 05
		Introductions and Topic Sentences • Unit 3a: Day 11 Special Place • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer

[]		• Unit 4: Day 06
		Mini Stories Support Your Thesis
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		Unit 4: Day 08 Introductions Conclusions & Student Planning
		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 Desenance to Texts
		Response to Text- Comparing Two Texts Unit 4: Day 14
		Response to Text- A Persuasive Letter
		• Unit 5: Day 02
		What is a Fable?
		• Unit 5: Day 03
		Planning Wheels
		• Unit 5: Day 07
		Fable Beginnings
		• Unit 5: Day 08 Fable Planning: Talk it Out
		Fable Planning: Talk it Out • Unit 5: Day 09
		Linking and Transition Words
		• Unit 5: Day 10
		Possessives and Plurals, Oh My!
		• Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write! • Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 19
		Responses to Text: Comparing Morals
		• Unit 5: Day 20
		Responses to Text: Comparing Morals
		• Unit 6: Day 06
		Guided Notes Journal
		Unit 6: Day 07 Clove and Crowe
		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 Classes
		Editing Glasses • Unit 6: Day 14
		Scoring with a Rubric
GRADE LEVEL	W.3.5.	With guidance and support from peers and adults, develop and
EXPECTATION	vv.3.5.	strengthen writing as needed by planning, revising, and editing.
		WritingCity
		• Unit 1: Day 01

Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts

Unit 4: Day 14	
Response to Text- A Persuasive Letter	
• Unit 5: Day 03 Planning Wheels	
• Unit 5: Day 04	
Fables and Focus	
• Unit 5: Day 05	
Action Words	
• Unit 5: Day 06	
Moral of the Lesson	
• Unit 5: Day 07	
Fable Beginnings	
• Unit 5: Day 08	
Fable Planning: Talk it Out	
• Unit 5: Day 10	
Possessives and Plurals, Oh My!	
• Unit 5: Day 11	
Editing for Capitals	
• Unit 5: Day 12	
Score, Plan, & Talk!	
• Unit 5: Day 13	
Score, Plan, & Write!	
• Unit 5: Day 14	
Formal Writing Assessment	
• Unit 5: Day 15	
Scoring Fables	
• Unit 5: Day 16	
Revising Fables	
• Unit 5: Day 17	
Editing Fables	
• Unit 5: Day 19	
Responses to Text: Comparing Morals	
• Unit 5: Day 20	
Responses to Text: Comparing Morals	
• Unit 6: Day 01	
Start by Choosing a Topic	
Unit 6: Day 06 Cuided Nates Journal	
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	
GRADE LEVEL W.3.6. With guidance and support from adults, use techno	loav to produce
EXPECTATION and publish writing (using keyboarding skills) as we	
and publish writing (using keyboarding skins) as we and collaborate with others.	
WritingCity	
• Unit 6: Day 15	
Publishing with Technology	
STRAND / STANDARD MI.CC.W.3. Writing Standards	
CATEGORY	
STANDARD Research to Build and Present Knowledge	
GRADE LEVEL W.3.7. Conduct short research projects that build knowled	lge about a
	lge about a
GRADE LEVEL W.3.7. Conduct short research projects that build knowled	lge about a

GRADE LEVEL EXPECTATION	W.3.8.	 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 108 Square Planning Sheet Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. WritingCity Unit 3b: Day 14 Nonfiction Text Feature Unit 3b: Day 15 3-2-1 - Highlight! Unit 3b: Day 14 Noraly in a Text Unit 3b: Day 14 Scoring a Response Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Sarart Unit 6: Day 16 Vocabulary in a Text Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 Square Planning Sheet Unit 6: Day 07 Glows and Grows Unit 6: Day 08 Square Planning Sheet Unit 6: Day 07 Glows and Grows<
		Unit 6: Day 14 Scoring with a Rubric Writing Standards
STRAND / STANDARD CATEGORY	MI.CC.W.3.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	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
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 Tania Sontaness
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

	ing a Response
	it 3b: Day 18
	ing a Response
	it 4: Day 05
	uare Organizer
	it 4: Day 07
	Dos, Traits: Scoring with Rubric
	it 4: Day 08
	ductions, Conclusions, & Student Planning
	it 4: Day 09
	nal Writing Assessment
	it 4: Day 10
	sing
	it 4: Day 11
	ng and Scoring
	it 4: Day 12
	oonse to Text- A Taste of Two
	it 4: Day 13
	oonse to Text- Comparing Two Texts
	it 4: Day 14
	oonse to Text- A Persuasive Letter
	it 5: Day 02
	t is a Fable?
	it 5: Day 03
	ning Wheels
	it 5: Day 04
	es and Focus
	it 5: Day 05
	on Words
	it 5: Day 06
	al of the Lesson
	it 5: Day 07
	e Beginnings it 5: Day 08
	e Planning: Talk it Out
	it 5: Day 10
	sessives and Plurals, Oh My!
	it 5: Day 11
	ng for Capitals
	it 5: Day 12
	e, Plan, & Talk!
	it 5: Day 13
	e, Plan, & Write!
	it 5: Day 14
	nal Writing Assessment
	it 5: Day 15
	ing Fables
	it 5: Day 16
	sing Fables
	it 5: Day 17
	ng Fables
	it 5: Day 19
	oonses to Text: Comparing Morals
• Ur	it 5: Day 20
Res	oonses to Text: Comparing Morals
	it 6: Day 01
	by Choosing a Topic
• Ur	it 6: Day 02
	ching the Internet
	it 6: Day 03
	ly, Set, Highlight
• Ur	it 6: Day 04
1 II	ed Notes Journal
	ed Notes Journal it 6: Day 05 phrasing

		 Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 5 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric Unit 6: Day 16 Reflection and Celebration
STRAND / STANDARD CATEGORY	MI.CC.L.3.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL	L.3.1.	Demonstrate command of the conventions of standard English
EXPECTATION EXPECTATION	L.3.1(a)	grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and
		adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02 Adverbs • Unit 2: Day 14 RevisingGlows and Grows • Unit 3b: Day 05 Voice and Word Choice • Unit 4: Day 05 Voice and Word Choice • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 5: Day 04 Fables and Focus • Unit 5: Day 04 Formal Writing Assessment • Unit 5: Day 16 Revising Fables • Unit 5: Day 17 Editing Fables
EXPECTATION	L.3.1(b)	Form and use regular and irregular plural nouns. WritingCity • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing

		• Unit 6: Day 14
		Scoring with a Rubric
EXPECTATION	L.3.1(c)	Use abstract nouns (e.g., childhood).
		WritingCity
		Unit 1: Day 07 G Traits: Conventions
		• Unit 2: Day 01
		Real Narrative
		Unit 6: Day 09
EXPECTATION	L.3.1(d)	Planning Continued Form and use regular and irregular verbs.
EXPECTATION	L.3. I(d)	
		WritingCity • Unit 5: Day 04
		Fables and Focus
		• Unit 5: Day 05
		Action Words
EXPECTATION	L.3.1(e)	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		WritingCity
		Unit 1: Day 07 G Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		Unit 5: Day 04 Fables and Focus
EXPECTATION	1.2.4(5)	
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
		WritingCity
		Unit 1: Day 07 G Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 3a: Day 09 Score and Brainstorm
EXPECTATION	L.3.1(g)	Form and use comparative and superlative adjectives and adverbs,
	=:011(9)	and choose between them depending on what is to be modified.
		WritingCity
		• Unit 3b: Day 05
		Voice and Word Choice • Unit 3b: Day 08
		Uno, Dos, Traits
EXPECTATION	L.3.1(h)	Use coordinating and subordinating conjunctions.
		WritingCity
		• Unit 1: Day 05
		6 Traits: Sentence Fluency • Unit 2: Day 07
		Writing the Whole Story
		Unit 2: Day 14
		RevisingGlows and Grows Unit 3a: Day 08
		Score and Organize
		Unit 3b: Day 08
		Uno, Dos, Traits
		• Unit 5: Day 01 Meeting Aesop
		• Unit 5: Day 14
		Formal Writing Assessment

		• Unit 5: Day 15 Scoring Fables
EXPECTATION	L.3.1(i)	Produce simple, compound, and complex sentences. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
STRAND / STANDARD CATEGORY	MI.CC.L.3.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles. WritingCity • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
EXPECTATION	L.3.2(b)	Use commas in addresses. <u>WritingCity</u> • Unit 3b: Day 01 Becoming Authorities
EXPECTATION	L.3.2(c)	Use commas and quotation marks in dialogue. <u>WritingCity</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail

		 Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 06 Writing with Emotion Unit 2: Day 14 RevisingGlows and Grows Unit 3a: Day 04 Voice Unit 5: Day 02 What is a Fable? Unit 5: Day 04 Fables and Focus 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 17 Editing Fables
EXPECTATION	L.3.2(d)	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
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <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
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <u>WritingCitv</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15

EXPECTATION	L.3.2(g)	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 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
STRAND / STANDARD CATEGORY	MI.CC.L.3.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
		WritingCity• Unit 2: Day 06Writing with Emotion• Unit 2: Day 14RevisingGlows and Grows• Unit 3a: Day 04Voice• Unit 3a: Day 11Special Place• Unit 3a: Day 12Revising with A.R.M.S.• Unit 3b: Day 05Voice and Word Choice• Unit 3b: Day 06Introductions• Unit 3b: Day 09Planning Sheets• Unit 3b: Day 01Formal Writing Assessment• Unit 4: Day 07Uno, Dos, Traits: Scoring with Rubric• Unit 4: Day 10Formal Writing Assessment• Unit 4: Day 07Uno, Dos, Traits: Scoring with Rubric• Unit 4: Day 07Formal Writing Assessment• Unit 5: Day 05Formal Writing Assessment• Unit 4: Day 10Revising• Unit 5: Day 05Action Words• Unit 5: Day 05Action Words• Unit 5: Day 07Fable Beginnings• Unit 5: Day 14Formal Writing Assessment

	1	
		Unit 5: Day 15 Section Tables
		Scoring Fables • Unit 5: Day 16
		Revising Fables
STRAND / STANDARD	MI.CC.L.3.	Language Standards
CATEGORY	WII.CO.L.J.	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning
EXPECTATION		word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(d)	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
		WritingCity • Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 14
		Scoring with a Rubric
STRAND / STANDARD CATEGORY	MI.CC.L.3.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(c)	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
		WritingCity • Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 08
		Uno, Dos, Traits
STRAND / STANDARD CATEGORY	MI.CC.L.3.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g.,
		After dinner that night we went looking for them).
		WritingCity
		• Unit 2: Day 06
		Writing with Emotion
		Unit 2: Day 14 RevisingGlows and Grows
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 11
		Special Place
		Unit 3a: Day 12 Povising with A P M S
		Revising with A.R.M.S. • Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 06
		Introductions
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 10

Formal Writing Assessment
• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 16
Vocabulary in a Text
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 5: Day 05
Action Words
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables

Michigan Academic Standards

Language Arts

Grade: 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 13 Response to Text Response to Text • Unit 5: Day 13 Compare and Contrast
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts,

		words, or actions).
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text
		 Unit 2: Day 17 Ways Writers Respond to Reading
		• Unit 2: Day 18
		Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		Unit 2: Day 20 Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score
		• Unit 3b: Day 15
		Response Writing and Text Features
		• Unit 3b: Day 17 Nonfiction Choice Cards
		• Unit 4: Day 12
		Response to Text - Idea Swap
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2
		• Unit 5: Day 05
		Dialogue and Punctuation
		Unit 5: Day 12
		Response to Text
		Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD CATEGORY	MI.CC.RL.4.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
		person narrations.
		WritingCity • Unit 5: Day 13
		WritingCity
STRAND / STANDARD	MI.CC.RL.4.	WritingCity • Unit 5: Day 13
STRAND / STANDARD CATEGORY	MI.CC.RL.4.	WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature
	MI.CC.RL.4.	WritingCity • Unit 5: Day 13 Compare and Contrast
CATEGORY	MI.CC.RL.4. RL.4.9.	WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature
CATEGORY STANDARD GRADE LEVEL		WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature Integration of Knowledge and Ideas 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
CATEGORY STANDARD GRADE LEVEL		WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature Integration of Knowledge and Ideas Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. WritingCity • Unit 5: Day 13
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	RL.4.9.	WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature Integration of Knowledge and Ideas Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. WritingCity • Unit 5: Day 13 Compare and Contrast
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY	RL.4.9.	WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature Integration of Knowledge and Ideas Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. WritingCity • Unit 5: Day 13 Compare and Contrast Reading Standards for Literature

		Intro to Response to Text
		• Unit 2: Day 17
		Ways Writers Respond to Reading
		• Unit 2: Day 20
		Read, Reread and Respond
		Unit 2: Day 21
		Reread, Respond and Score
STRAND / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text • Unit 3b: Day 15
		Response Writing and Text Features • Unit 3b: Day 16
		Nonfiction Text Summaries
		• Unit 3b: Dav 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		• Unit 4: Day 02
		What Do We Think of Zoos?
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		• Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 05
		Paraphrasing
		Unit 6: Day 06 Guided Note Taking, Journal , Part 2
		Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		WritingCity
		WritingCity • Unit 2: Day 16
		Intro to Response to Text
		• Unit 3b: Day 15
		Response Writing and Text Features
		• Unit 3b: Day 16
		Nonfiction Text Summaries
		• Unit 3b: Day 17
		Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		• Unit 4: Day 02
		What Do We Think of Zoos?
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		• Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03
		Ready, Set, Highlight!

GRADE LEVEL EXPECTATION	RI.4.3.	 Unit 6: Day 05 Paraphrasing Unit 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, or technical text, including what happened and why, based on specific information in the text. WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STRAND / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it

		appears.
		WritingCity • Unit 3b: Day 15
		Response Writing and Text Features
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text • Unit 3b: Day 15
		Response Writing and Text Features
		Unit 3b: Day 17 Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		• Unit 4: Day 02 What Do We Think of Zoos?
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03 Ready, Set, Highlight!
		• Unit 6: Day 05
		Paraphrasing • Unit 6: Day 06
		Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		WritingCity
		Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19
		Nonfiction Response and Score- Day 2 Unit 4: Day 12
		Response to Text - Idea Swap
		 Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1
		• Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12
		Response to Text
		Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		• Unit 3b: Day 19

		Newfiction Decrement and Germa Day 0
		Nonfiction Response and Score- Day 2 Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
STRAND / STANDARD	MI.CC.RF.4.	Reading Standards: Foundational Skills
CATEGORY		
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view
EXPECTATION		with reasons and information.
	W.4.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <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 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
EXPECTATION	W.4.1(c)	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <u>WritingCity</u> • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
EXPECTATION	W.4.1(d)	Provide a concluding statement or section related to the opinion presented.

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		WritingCity
		• Unit 4: Day 05
		Opinions, Transitions, and Leads, Oh My!
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
STRAND / STANDARD	MI.CC.W.4.	Writing Standards
CATEGORY		
STANDARD		Text Types and Purposes
GRADE LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey
EXPECTATION		ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in
	•••·=·2(a)	paragraphs and sections; include formatting (e.g., headings),
		illustrations, and multimedia when useful to aiding comprehension.
		indistrations, and mattinedia when doctar to along comprehension.
		WritingCity
		• Unit 3a: Day 02
		5 Square
		• Unit 3a: Day 03
		Using the Planning Sheet
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing • Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08 Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
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EXPECTATION	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 S equare 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 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 6: Day 01 Start by Choosing a Topic 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 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
EXPECTATION	W.4.2(c)	Formal Writing: Research Piece - Part 1 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
		WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11

Verts, Verbs, Verbsi • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Writel • Unit 6: Day 12 Just Keop Writing, Usat Keop Writing! • Unit 6: Day 13 Formal Writing, Research Piece - Part 1 EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 04 Formal Writing • Unit 3b: Day 05 Porous Skill Writing • Unit 3b: Day 10 Ports, Verbs, Verbs, Verbs • Unit 3b: Day 11 Verts, Verbs, Verbs, Verbs • Unit 4b: Day 06 Analyzing the Student Sample • Unit 6: Day 06 Guided Mole-Taking Journal - Part 2 • Unit 6: Day 06 Paraphrasing • Unit 6: Day 06 Guided Mole-Taking Journal - Part 3 • Unit 6: Day 08		1	Marka Marka Markat
Revising with A.R.M.S. • 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 EXPECTATION W.4.2(d) Use precise Ingrugage and domain-specific vocabulary to Inform about or explain the topic. Writing.City • Unit 3:: Day 04 Formal Writing • Unit 3:: Day 05 Focus Skill Writing • Unit 3:: Day 10 Formal Writing (Unit 3) • Unit 3:: Day 10 Formal Writing (Unit 3) • Unit 3:: Day 10 Formal Writing (Unit 3) • Unit 3:: Day 10 Formal Writing (Unit 3) • Unit 3:: Day 10 Formal Writing (Unit 3) • Unit 3:: Day 10 Formal			
+ Unit & Day 11 Ready, Set, Wriel + Unit & Day 12 Just Keep Writing, Just Keep Writing, 1 + Unit & Day 13 Formal Writing: Research Piece - Part 1 EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity Promal Writing - Unit 30: Day 05 Formal Writing - Unit 30: Day 05 Focus Skill Writing - Unit 30: Day 06 Domain-Specific Vocabulary - Unit 30: Day 05 Focus Skill Writing - Unit 30: Day 06 Domain-Specific Vocabulary - Unit 30: Day 10 Formal Writing - Unit 30: Day 11 Verits, Verbs,			
Ready, Sat, Writel Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity Unit 3:: Day 04 Formal Writing Int 3:: Day 05 Foccus Skill Writing Unit 3:: Day 05 Foccus Skill Writing Unit 3:: Day 10 Formal Writing Unit 3:: Day 11 Vertex, Verbsl Unit 4:: Day 12 Revising with A.R.M.S. Unit 4:: Day 06 Analyzing the Student Sample Unit 4:: Day 05 Paraphrasing Paraphrasing Outlet Arking Journal - Part 2 Unit 6: Day 08 Glows and Grows Unit 6: Day 08			•
• Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing; Research Piece - Part 1 EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Formal Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 reference Pormal Writing: Opinion Piece - Part 1 • Unit 3b: Day 10 • Unit 3b: Day 11 Verbs, Verbs, Verbs1 • Unit 3b: Day 12 Revising with ALR.MS. • Unit 4: Day 06 Analyzing the Student Sample • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Outlet 0: Hole - Taking Journal - Part 2 • Unit 6: Day 08 Gloves and Grows • Unit 6: Day 08 Gloves and Grows • Unit 6: Day 08 Guided Note-Taking Journal - Part 3 <tr< td=""><td></td><td></td><td></td></tr<>			
Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Glows and Grows. Part 2 • Unit 3b: Day 03 • Unit 3b: Day 03 Definitions • Unit 3b: Day 04 Forcus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Verbs, Verbs1 • Unit 3b: Day 11 Verbs, Verbs1 • Unit 3b: Day 11 • Unit 3b: Day 12 Revising with AR.M.S. • Unit 4: Day 05 • Unit 4: Day 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 7 Day 12 • Unit 7 Day 05 • Unit 4: Day 06 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6:			
- Unit 6: Day 13 Formal Writing: Research Piece - Part 1 EXPECTATION Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 05 Init 3b: Day 05 Focus Skill Writing Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 10 Formal Writing Init 3b: Day 11 Verbs Verbs Verbs Init 3b: Day 12 Revising with AR.M.S. Init 4b: Day 05 Formal Writing: Opnion Piece - Part 1 Init 4b: Day 06 Guided Note-Taking Journal - Part 2 Init 6: Day 06 Guided Note-Taking Journal - Part 3 Init 6: Day 10 Formal Writing: Continued Init 6: Day 11 Ready, Sat, Writel			
EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Ont 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Domain - Specific Vocabulary • Unit 3b: Day 03 Forus Skii Writing • Unit 3b: Day 04 Forus Skii Writing • Unit 3b: Day 05 Focus Skii Writing • Unit 3b: Day 05 Ported Skii Writing • Unit 3b: Day 10 Verbs, Verbs! • Unit 3b: Day 10 Ported Skii Writing • Unit 3b: Day 11 Ported Skii Writing • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Pervising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 6: Day 05 Ported Skii Day 10 Ported Science - Part 1 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 05 • Unit 6: Day 11			
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about or explain the topic. WritingCity • Unit 3:: Day 04 Formal Writing • Unit 3:: Day 03 Definitions • Unit 3b:: Day 05 Focus Skill Writing • Unit 3b:: Day 05 Focus Skill Writing • Unit 3b:: Day 10 Domain-Specific Vocabulary • 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 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: • Unit 4: Day 06 Analyzing the Student Sample • Unit 6: Day 08 Paraphrasing • 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 11 Ready, Set, Writel • Unit 6: Day 12 • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 <td>EXPECTATION</td> <td>W 4 2(d)</td> <td></td>	EXPECTATION	W 4 2(d)	
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• Unit 3a: Day 04Formal Writing• Unit 3a: Day 07Glows and Grows - Part 2• Unit 3b: Day 03Definitions• Unit 3b: Day 05Focus Skill Writing• Unit 3b: Day 06Domain-Specific Vocabulary• Unit 3b: Day 10Formal Writing• Unit 3b: Day 10Formal Writing• Unit 3b: Day 10Formal Writing• Unit 3b: Day 11Verbs, Verbs, Verbs1• Unit 3b: Day 12Revising with A.R.M.S.• Unit 4: Day 06Analyzing the Student Sample• Unit 4: Day 07Formal Writing: Opinion Piece - Part 1• Unit 6: Day 06Guided Note-Taking Journal - Part 2• Unit 6: Day 06Guided Note-Taking Journal - Part 3• Unit 6: Day 06Guided Note-Taking Journal - Part 3• Unit 6: Day 10Planning Continued• Unit 6: Day 10Planning Continued• Unit 6: Day 11Planning Continued• Unit 6: Day 12Just Keep Writing, Just Keep Writing!• Unit 6: Day 13Provide a concluding statement or section related to theInformation or explanation presented.Writing: Research Piece - Part 1Formal Writing: Research Piece - Part 1Provide a concluding statement or section related to theInformation or explanation presented.Writing Colusions• Unit 3: Day 03Using the Planning Sheet• Unit 3: Day 04Formal Writing 05Reward pare P			WritingCity
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• Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs1 • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4b: Day 06 Analyzing the Student Sample • Unit 4: Day 06 Guided Note-Taking Journal - Part 1 • Unit 6: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planing 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 EXPECTATION W.4.2(e) Provide a concluding statement or section related to the information or explanation presented. Writing: V • Unit 3a: Day 03 Using the Planning Sheet			
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Unit 3b: Day 02 Square Paragraphs			
5 Square Paragraphs			
• Unit 3b: Day 07			
			• 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 / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity
		Unit 1: Day 02 Ideas Unit 1: Day 03 Organization
		 Unit 2: Day 09 Scoring With A Rubric - Part 1 Unit 2: Day 12 Formal Writing
		• Unit 5: Day 01 What is a Legend? • Unit 5: Day 03
		1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels
		Unit 5: Day 10 Compare Characters
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
		WritingCity • Unit 1: Day 02 Ideas
		 Unit 1: Day 03 Organization Unit 1: Day 04 Voice
		• Unit 2: Day 06 A Character's Voice • Unit 2: Day 07
		The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review
		Unit 2: Day 09 Scoring With A Rubric - Part 1 Unit 2: Day 10
		Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3b: Day 08
		• Unit 3D: Day 08 Revising • Unit 5: Day 01 What is a Legend?
		• Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04
		Legend Planning Wheels Unit 5: Day 05

		Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits!
		 Unit 5: Day 08 Check-in and Write! Unit 5: Day 10 Compare Characters
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 10
EXPECTATION	W.4.3(d)	Compare CharactersUse concrete words and phrases and sensory details to convey experiences and events precisely.WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 1 • Unit 2: Day 12

		Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <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 12 Formal Writing • 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 02
5 Square
• Unit 3a: Day 03
Using the Planning Sheet
• Unit 3a: Day 04
Formal Writing
Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 03
Definitions
• Unit 3b: Day 05
Focus Skill Writing
• Unit 3b: Day 06
Domain-Specific Vocabulary
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 4: Day 01
Fact vs. Opinion
• Unit 4: Day 02
What Do We Think of Zoos?
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 07
Formal Writing: Opinion Piece - Part 1
• Unit 4: Day 08
Formal Writing: Opinion Piece - Part 2
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 12 Beanance to Taxt, Idea Swan
Response to Text - Idea Swap
Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
• Onit 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

[]		Cuided Note Taking Journal Dant 4
		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
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		WritingCity
		• Unit 1: Day 01
		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 Section 2 Volume Writing
		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 Disputing Cheet
		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 Devising Strong Loads
		Revising Strong Leads

• Unit 3a: Day 09
Revising for Similes and Sensory Details
• Unit 3a: Day 10
Editing With A Checklist
• Unit 3b: Day 01
Technological Innovations
• Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 08
Revising
• Unit 3b: Day 09
Scoring Practice
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 5: Day 08
Check-in and Write!
• Unit 5: Day 09
Editing
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 13
Compare and Contrast
• Unit 6: Day 04
Guided Note-Taking Journal - Part 1
• Unit 6: Day 09
Guided Note-Taking Journal - Part 3
• Unit 6: Day 10
Planning Continued
• Unit 6: Day 11
Ready, Set, Write!
• Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1
• Unit 6: Day 14
Formal Writing: Research Piece - Part 2
• Unit 6: Day 15
Editing Glasses
• Unit 6: Day 16
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		Technology Publishing
		• Unit 6: Day 17 Finishing the Race!
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Finishing the Journal
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). <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 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 13 Compare and Contrast
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). <u>WritingCity</u> • 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 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 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 07 Finishing the Journal
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards

STANDARD		Range of Writing
GRADE LEVEL	W.4.10.	Write routinely over extended time frames (time for research,
EXPECTATION		reflection, and revision) and shorter time frames (a single sitting or
		a day or two) for a range of discipline-specific tasks, purposes, and
		audiences.
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas
		• Unit 2: Day 03
		Honoring Good Writing With Revision
		Unit 2: Day 05 Transitioning Smoothly
		• Unit 2: Day 06
		A Character's Voice
		• Unit 2: Day 07
		The Conventions of Dialogue
		• Unit 2: Day 11
		Planning
		Unit 2: Day 13 Scoring Your Own Writing
		• Unit 2: Day 14
		Revising and Editing
		• Unit 2: Day 15
		Scoring Your Own Writing
		• Unit 2: Day 16
		Intro to Response to Text
		Unit 2: Day 17 Weive Weiters Research to Reading
		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 Chacklist
		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 Eormal Writing
		Formal Writing

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 Lat the Planning Begint - Unit 4: Day 08 Opinions, Transforms, and Leads, Oh My! - Unit 4: Day 09 Revising Ears - Unit 4: Day 09 Revising Ears - Unit 4: Day 10 Editing Glasses - Unit 4: Day 10 Editing Glasses - Unit 4: Day 11 Scoring Our Writing - Unit 4: Day 12 Response to Text - Hersussive Letter - Part 1 - Unit 5: Day 08 Check-in and Writel - Unit 5: Day 09 Revising Ears - Unit 4: Day 14 Response to Text - Persussive Letter - Part 2 - Unit 5: Day 08 Check-in and Writel - Unit 5: Day 09 Editing - Unit 5: Day 09 - Unit 6: Day 10 - Unit 6: Day 10 - Unit 6: Day 10 - Ready, Set, Highlight1 - Unit 6: Day 00 - Ready 05 - Paraphrasing - Unit 6: Day 00 - Paraphrasing - Unit 6: Day 01 - Ready, Set, Writel - Unit 6: Day 10 - Ready, Set, Writel - Unit 6: Day 11 - Ready, Set, Writel - Unit 6: Day 12 - Contexter A Day 13 - Contexter A Day 05 - Paraphrasing - Unit 6: Day 10 - Paraphrasing - Unit 6: Day 11 - Ready, Set, Writel - Unit 6: Day 12 - Unit 6: Day 13 - Unit 6: Day 14 - Contexter A Day 15 - Unit 6: Day 14 - Unit 6: Day 14 - Unit 6: Day 14 - Contexter A Day 14 - Contexter A Day 15 - Unit 6: Day 14 - Unit 7: Day 14 - Unit 7: Day 14 - Unit 7: Day	
 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 06 Square Paragraph Planning Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 10 Editing Gars Unit 4: Day 10 Editing Gars Unit 4: Day 10 Editing Gars Unit 4: Day 14 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 16 Check-in and Writel Unit 5: Day 11 Ruft and Writel Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 14 Rubric and Reflect Unit 5: Day 14 Rubric and Reflect Unit 5: Day 13 Compare and Contrast Unit 6: Day 10 Ready, Set, Highlight1 Unit 6: Day 06 Paraphrasing Unit 6: Day 07 Paraphrasing Unit 6: Day 10 Ready, Set, Writel Unit 6: Day 10 Ready, Set, Writel Unit 6: Day 11 Ready, Set, Writel Unit 6: Day 10 Paraphrasing Unit 6: Day 11 Ready, Set, Writel Unit 6: Day 10 Paraphrasing Unit 6: Day 11 Ready, Set, Writel Unit 6: Day 10 Paraphrasing Unit 6: Day 11 Ready, Set, Writel Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Unit 6: Day 14 Ready, Set, Writel Unit 6: Day 14 Ready, Set, Writel Unit 6: Day 14 Ready, Set, Write	• Unit 3b: Day 11
Revising with A.R.M.S. - Unit 3b: Day 13 Editing - Unit 3b: Day 14 Time to Reflect - Unit 4: Day 03 S Square Paragraph Planning - Unit 4: Day 04 Let the Planning Beginl - Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My1 - Unit 4: Day 06 Analyzing the Student Sample - Unit 4: Day 09 Revising Ears - Unit 4: Day 10 Editing Glasses - 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 - Idea Swap - Unit 4: Day 14 Response to Text - Persuasive Letter - Part 1 - Unit 4: Day 08 Chack-in and Writel - Unit 5: Day 08 Chack-in and Writel - Unit 5: Day 08 Chack-in and Writel - Unit 5: Day 09 Editing - Unit 6: Day 09 Editiog - Unit 6: Day 04 - Unit 6: Day 04 - Unit 6: Day 04 - Unit 6: Day 05 - Editor - Edit	
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 • Unit 3b: Day 14 Time to Reflect • Unit 4: Day 03 S Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Oplinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 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 - Idea Swap • Unit 5: Day 04 Editing Glasses • Unit 5: Day 08 Check-In and Write! • Unit 5: Day 09 Editing 1 • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 08 Check-In and Write! • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 13 Compare and Contrast • Unit 5: Day 14 Rubric and Reflect • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 03 Ready, Sci, Highlight! • Unit 6: Day 03 Ready, Sci, Highlight! • Unit 6: Day 03 Ready, Sci, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 04 Guided Note-Taking Journal - Part 3 • Unit 6: Day 04 Guided Note-Taking Journal - Part 3 • Unit 6: Day 12 Unit 6: Day 12 Unit 6: Day 12 Unit 6: Day 13 Compare writing, Journal - Part 3 • Unit 6: Day 14 • Unit 6: Day 14	
Time to Reflect • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Beginl • 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 - Jensuasive Letter - Part 1 • Unit 4: Day 16 Head Student Sample • Unit 4: Day 17 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Une, Des, Traitsl • Unit 5: Day 06 Check-in and Writel • Unit 5: Day 09 Editing • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Ceflect • Unit 5: Day 14 Rubric and Keflect • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Nete Taking Journal - Part 2 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 04 Sudded Nete Taking Journal - Part 3 • Unit 6: Day 04 Faraphrasing • Unit 6: Day 11 Ready, Sci, Writel • Unit 6: Day 14 Ready, Sci, Writel • Unit 6: Day 14 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2	
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 - Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My1 - 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 13 Response to Text - Persuasive Letter - Part 2 - Unit 6: Day 08 Check-In and Write1 - Unit 5: Day 08 Check-In and Write1 - Unit 5: Day 09 Editing - Unit 5: Day 11 Rubric and Reflect - Unit 5: Day 12 Response to Text - Unit 5: Day 13 Compare and Contrast - Unit 6: Day 04 Guided Note-Taking Journal - Part 1 - Unit 6: Day 04 Guided Note-Taking Journal - Part 2 - Unit 6: Day 04 Guided Note-Taking Journal - Part 3 - Unit 6: Day 12 Ready, Set, Highlight1 - Unit 6: Day 04 Guided Note-Taking Journal - Part 3 - Unit 6: Day 12 - Unit 6: Day 12 - Unit 6: Day 14 - Ready, Set, Write1 - Unit 6: Day 14 - Ready, Set, Write1 - Unit 6: Day 14 - Ready, Set, Write1 - Unit 6: Day 13 - Unit 6: Day 14 - Event 14 - Unit 6: Day 14<th>• Unit 4: Day 04</th>	• Unit 4: Day 04
Opinions, Transitions, and Leads, Oh My!• Unit 4: Day 06Analyzing the Student Sample• Unit 4: Day 10Editing Gasses• Unit 4: Day 11Scoring Our Writing• Unit 4: Day 12Response to Text - Idea Swap• Unit 4: Day 13Response to Text - Idea Swap• Unit 4: Day 14Response to Text - Persuasive Letter - Part 1• Unit 4: Day 14Response to Text - Persuasive Letter - Part 2• Unit 5: Day 06Uno, Dos, Traits1• Unit 5: Day 06Uno, Dos, Traits1• Unit 5: Day 12Response to Text - Persuasive Letter - Part 2• Unit 5: Day 12Response to Text - Versuasive Letter - Part 2• Unit 5: Day 12Response to Text - Unit 5: Day 13Compare and Contrast• Unit 6: Day 09Editing• Unit 6: Day 12Response to Text - Unit 5: Day 13Compare and Contrast• Unit 6: Day 14Editing 0• Unit 6: Day 14Redy, Set, Highlight1• Unit 6: Day 03Ready, Set, Highlight1• Unit 6: Day 04Guided Note-Taking Journal - Part 1• Unit 6: Day 05Paraphrasing• Unit 6: Day 10Planning Continued• Unit 6: Day 11Ready, Set, Write1• Unit 6: Day 12Unit 6: Day 13Formal Writing: Research Piece - Part 1• Unit 6: Day 14Formal Writing: Research Piece - Part 2	Let the Planning Begin!
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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 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 	
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 13 Formal Writing: Research Piece - Part 1 Unit 6: Day 14 Formal Writing: Research Piece - Part 2 	
Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2	
• Unit 6: Day 14 Formal Writing: Research Piece - Part 2	
Formal Writing: Research Piece - Part 2	
• Unit 6: Day 15	• Unit 6: Day 15

		Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
STRAND / STANDARD CATEGORY	MI.CC.SL.4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries
STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(a)	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <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(b)	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) 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
EXPECTATION	L.4.1(c)	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. <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)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). WritingCity • Unit 2: Day 04 Writing With Sensory Details • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write!
EXPECTATION	L.4.1(e)	Form and use prepositional phrases. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 5: Day 01 What is a Legend? • Unit 5: Day 09 Editing
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their). <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
		• Unit 5: Day 09 Editing
STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL	L.4.2.	Demonstrate command of the conventions of standard English
EXPECTATION		capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
EXPECTATION	L.4.2(b)	Use commas and quotation marks to mark direct speech and quotations from a text. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
EXPECTATION	L.4.2(c)	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 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06

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		Uno, Dos, Traits! • Unit 5: Day 09
		Editing
		• Unit 6: Day 08
		Glows and Grows
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
		WritingCity • Unit 1: Day 07 6 Traits: Conventions
		Unit 2: Day 10 Scoring With A Rubric - Part 2
		• Unit 3a: Day 06
		Glows and Grows - Part 1
		• Unit 3a: Day 10 Editing With A Checklist
		• Unit 3b: Day 13
		Editing
		• Unit 4: Day 10
		Editing Glasses
		• Unit 5: Day 09 Editing
	MI.CC.L.4.	
STRAND / STANDARD CATEGORY	WII.CC.L.4.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL	L.4.3.	Use knowledge of language and its conventions when writing,
EXPECTATION	L.4.3.	speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
	(u)	
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice • Unit 2: Day 01
		Strong Verbs
		• Unit 2: Day 02
		Strong vs. Weak Verbs
		Unit 2: Day 03
		Honoring Good Writing With Revision Unit 2: Day 04
		Writing With Sensory Details
		• Unit 2: Day 05
		Transitioning Smoothly
		Unit 3a: Day 04 Eormal Writing
		Formal Writing • Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3a: Day 09
		Revising for Similes and Sensory Details
		Unit 3b: Day 03 Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10 Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		Unit 4: Day 06 Analyzing the Student Sample
	11	

		 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 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
		 Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
EXPECTATION	L.4.3(b)	Choose punctuation for effect. <u>WritingCity</u> • Unit 1: Day 05 6 Traits: Sentence Fluency
STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(a)	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
EXPECTATION	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). <u>WritingCity</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2

STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity Unit 1: Day 06 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 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Vitting • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 11 Verbs, Verbs! • Unit 3b: Day 12 Revising the Student Sample • Unit 4b: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4b: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 4: Day 09 Revising Ears • Unit 4: Day 06 Domacing the Student Sample • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 05 Bescriptive Words and Progressive Verb Tenses • Unit 5: 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 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	

Michigan Academic Standards

Language Arts

Grade: 5 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.5.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <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 Unit 2: Day 20
		Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score
		 Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3b: Day 12
		Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features
		 Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14
		Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
GRADE LEVEL EXPECTATION	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		WritingCity

STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	MI.CC.RL.5.	 Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 5: Day 10 Compare the Past Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03
STRAND / STANDARD	MI.CC.RL.5.	Sensory Images Reading Standards for Literature
CATEGORY		
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
STRAND / STANDARD	MI.CC.RL.5.	Reading Standards for Literature
CATEGORY		
STANDARD		Range of Reading and Level of Text Complexity
	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
STRAND / STANDARD CATEGORY	MI.CC.RI.5.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <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 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score
		Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		are supported by key details; summarize the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 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 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 5: Day 03 Main Ideas & Important Facts

STRAND / STANDARD CATEGORY	MI.CC.RI.5.	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 Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <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 18 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 12 Response to Historical Fiction Text • Unit 6: 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
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point 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 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD	MI.CC.RI.5.	Reading Standards for Informational Text
CATEGORY		

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL	RI.5.8.	Explain how an author uses reasons and evidence to support
EXPECTATION		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 Tout Factures Main Ideas and Datails
		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 Pubric
		Introducing the Rubric
GRADE LEVEL	RI.5.9.	Integrate information from several texts on the same topic in order
EXPECTATION		to write or speak about the subject knowledgeably.
		WritingCity
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 13
		Response to Text: Two of a Kind
		Unit 5: Day 12

		Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD CATEGORY	MI.CC.RI.5.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>WritingCity</u> • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD CATEGORY	MI.CC.RF.5.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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 Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD CATEGORY	MI.CC.RF.5.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding. <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

STRAND / STANDARD	MI.CC.W.5.	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 Writing Standards
CATEGORY		
STANDARD GRADE LEVEL	W.5.1.	Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view
EXPECTATION		with reasons and information.
EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details. <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper?
EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
EXPECTATION	W.5.1(d)	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template

		• Unit 4: Day 15
		Response to Text: Persuasive Letters
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13
EXPECTATION	W.5.2(b)	Formal Writing - Part 2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End

		• Unit 3a: Day 10
		Revising Part 1
		• Unit 3a: Day 11
		Revising Part 2
		Unit 3b: Day 01 Definitions and Details
		• Unit 3b: Day 02
		Brainstorming
		• Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 04
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 3b: Day 12
		Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 05
		Facts and Opinions
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
		Unit 6: Day 08
		Introducing the Rubric
		• Unit 6: Day 09 The 5 Square Graphic Organizer
		• Unit 6: Day 11
		Reviewing the Plan
		• Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words,
		phrases, and clauses (e.g., in contrast, especially).
		WritingCity
		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
EVDECTATION		
EXPECTATION	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
L	- I I	

		 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
EXPECTATION	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
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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 04 Character Description • 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 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
EXPECTATION	W.5.3(b)	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • 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
EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 3a: Day 03

		Who is Stronger?
		• Unit 3a: Day 04
		Let's Take Five • Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 5: Day 02
		Planning Wheel 1 • Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey
		experiences and events precisely.
		WritingCity
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 04
		Voice
		• Unit 1: Day 06 Word Choice
		• Unit 2: Day 01
		Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 03
		Sensory Images • Unit 2: Day 04
		Character Description
		• Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience
		Unit 2: Day 10 Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 12
		Writing a Conclusion
		• Unit 3a: Day 04 Let's Take Five
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		Unit 5: Day 02 Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
	<u></u>	Writing and Commas
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or
		events.
		WritingCity
		• Unit 1: Day 02
		Ideas
		Unit 1: Day 03 Organization
		Organization • Unit 1: Day 04
L	IL	Sint ii Day VT

		Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 2
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	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 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 21 Writing a Conclusion • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 04 Let's Take Five • Unit 3: 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
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 3b: Day 11
		Scoring and Publishing
		• Unit 4: Day 01
		What is an Opinion Paper?
		• Unit 4: Day 04
		5 Square Paragraph Graphic Organizer
		• Unit 4: Day 08
		Paragraphs 1 & 2
		• Unit 4: Day 09
		Paragraphs 3, 4, & 5
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
		• Unit 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 04
		What's the Plan?
		• Unit 5: Day 05
		Developing Characters
		Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 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
		Revising
		Unit 6: Day 15
		Editing
GRADE LEVEL	W.5.5.	With guidance and support from peers and adults, develop and
EXPECTATION		strengthen writing as needed by planning, revising, editing,
		rewriting, or trying a new approach.
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		• Unit 1: Day 02
		Ideas
		• Unit 2: Day 07
		Scoring with a Rubric Part 1
	I L	

	• Unit 2: Day 08
	Scoring with a Rubric Part 2
	• Unit 2: Day 10
	Planning to Write
	• Unit 2: Day 11
	Writing a Real Narrative
	• Unit 2: Day 13
	Scoring with a Rubric
	• Unit 2: Day 14 Revising
	• Unit 2: Day 15
	Editing
	• Unit 2: Day 16
	Writing and Reflecting
	• Unit 2: Day 17
	Intro to Response to Text
	• Unit 2: Day 18
	Ways Writers Respond to Reading
	• Unit 2: Day 19
	Writers Respond to Questions and Prompts
	• Unit 2: Day 20
	Writers Respond Through Opinions
	• Unit 2: Day 21
	Read, Reread, Respond, and Score
	• Unit 2: Day 22
	Read, Reread, Respond, and Score
	• Unit 3a: Day 05
	Model the Plan
	• Unit 3a: Day 06
	Where I Live • Unit 3a: Day 07
	3 Points
	• Unit 3a: Day 08
	Revising the End
	• Unit 3a: Day 09
	Using Commas
	• Unit 3a: Day 10
	Revising Part 1
	• Unit 3a: Day 11
	Revising Part 2
	• Unit 3a: Day 12
	Editing
	• Unit 3a: Day 13
	Rubric Scoring
	• Unit 3b: Day 02
	Brainstorming
	• Unit 3b: Day 03
	5 Square Paragraphs
	• Unit 3b: Day 04
	5 Square Paragraphs
	• Unit 3b: Day 05 Linking Ideas
	• Unit 3b: Day 07
	Formal Writing Assessment
	• Unit 3b: Day 08
	Writing Strong Conclusions
	• Unit 3b: Day 09
	Revising
	• Unit 3b: Day 10
	Editing
	• Unit 3b: Day 11
	Scoring and Publishing
	• Unit 4: Day 02
	Fact/Opinion T-Chart
	• Unit 4: Day 03

5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer
Unit 4: Day 05 Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
Unit 4: Day 12 Section and Bubliching
Scoring and Publishing • Unit 4: Day 13
Response to Text: Two of a Kind
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06
Writing and Commas
• Unit 5: Day 07
Revising Part 1
• Unit 5: Day 08
Revising Part 2
• Unit 5: Day 09
Editing • Unit 5: Day 10
Compare the Past
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 12
Response to Historical Fiction Text
• Unit 5: Day 13
Response to Historical Fiction Text
• Unit 6: Day 03
Main Ideas & Important Facts
• Unit 6: Day 04
Guided Note-Taking Journal
• Unit 6: Day 05 Paraphrasing
• Unit 6: Day 06
Analyzing a Peer's Work
• Unit 6: Day 07
Glows & Grows
• Unit 6: Day 08
Introducing the Rubric
• Unit 6: Day 09
The 5 Square Graphic Organizer
• Unit 6: Day 10
Linking Words
• Unit 6: Day 11
Reviewing the Plan
• Unit 6: Day 12 Formal Writing - Part 1
• Unit 6: Day 13
Formal Writing - Part 2
• Unit 6: Day 14
Revising
J

	1	• Unit 6: Day 15
		Editing
		• Unit 6: Day 16
		Scoring and Publishing
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
		WritingCity • Unit 6: Day 16 Scoring and Publishing
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
		WritingCity • Unit 6: Day 01 What is a Research Project?
		• Unit 6: Day 02
		Gathering Resources Unit 6: Day 03
		Main Ideas & Important Facts
		Unit 6: Day 04 Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
		WritingCity • Unit 5: Day 01
		What is Historical Fiction?
		Unit 6: Day 01 What is a Research Project?
		• Unit 6: Day 02
		Gathering Resources Unit 6: Day 03
		Main Ideas & Important Facts
		Unit 6: Day 04
		Guided Note-Taking Journal Unit 6: Day 05
		Paraphrasing
		 Unit 6: Day 06 Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows Unit 6: Day 09
		The 5 Square Graphic Organizer
		• Unit 6: Day 10
		Linking Words • Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13 Formal Writing - Part 2
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Research to Build and Present Knowledge

GRADE LEVEL	W.5.9.	Draw evidence from literary or informational texts to support
EXPECTATION		analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
		WritingCity • Unit 2: Day 18
		Ways Writers Respond to Reading • Unit 2: Day 19
		Writers Respond to Questions and Prompts Unit 2: Day 21
		Read, Reread, Respond, and Score • Unit 2: Day 22
		Read, Reread, Respond, and Score • Unit 5: Day 10
		Compare the Past
		• Unit 5: Day 12
		Response to Historical Fiction Text Unit 5: Day 13
		Response to Historical Fiction Text
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
		WritingCity
		• Unit 2: Day 17
		Intro to Response to Text • 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 01 What is Historical Fiction?
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13

		Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 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 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 / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	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. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 15 Editing • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score

• Unit 3a: Day 05
Model the Plan
• Unit 3a: Day 06
Where I Live
• Unit 3a: Day 07
3 Points
• Unit 3a: Day 08
Revising the End
• Unit 3a: Day 09
Using Commas
• Unit 3a: Day 10
Revising Part 1
• Unit 3a: Day 11
Revising Part 2
• Unit 3a: Day 12
Editing
• Unit 3a: Day 13
Rubric Scoring
• Unit 3b: Day 02
Brainstorming
• Unit 3b: Day 03
5 Square Paragraphs
• Unit 3b: Day 04
5 Square Paragraphs
• Unit 3b: Day 05
Linking Ideas
• Unit 3b: Day 07
Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 09
Revising
• Unit 3b: Day 10
Editing
• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 02
Fact/Opinion T-Chart
• Unit 4: Day 03
5 Square Paragraphs
• Unit 4: Day 04
5 Square Paragraph Graphic Organizer
• Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing
• Unit 4: Day 13
Response to Text: Two of a Kind
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06

		Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09 Editing • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 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 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
STRAND / STANDARD CATEGORY	MI.CC.SL.5.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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		WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 4: Day 01 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 01 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15
		Editing
EXPECTATION	L.5.1(b)	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) 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?
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions. <u>WritingCity</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 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
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
		WritingCity
		• Unit 1: Day 07
		Conventions
		• Unit 2: Day 15
		Editing • Unit 3a: Day 09
		Using Commas
		• Unit 3a: Day 12
		Editing
		• Unit 3b: Day 06
		Carly's Formal Writing Assessment
		Unit 3b: Day 10
		Editing
		• Unit 4: Day 11
		Editing
		• Unit 5: Day 04
		What's the Plan? • Unit 6: Day 12
		Formal Writing - Part 1
		• Unit 6: Day 13
		Formal Writing - Part 2
		• Unit 6: Day 15
		Editing
EXPECTATION	L.5.1(e)	Use correlative conjunctions (e.g., either/or, neither/nor).
		WritingCity• Unit 1: Day 05Sentence Fluency• Unit 2: Day 01Vary Sentences Part 1• Unit 2: Day 02Vary Sentences Part 2• Unit 2: Day 03Sensory Images• Unit 2: Day 09Writing from Experience• Unit 2: Day 15Editing• Unit 3a: Day 09Using Commas• Unit 3a: Day 11Revising Part 2• Unit 3b: Day 16Carly's Formal Writing Assessment• Unit 4: Day 06Kyle's Formal Writing Assessment• Unit 4: Day 11
		Editing • Unit 5: Day 04 What's the Plan?
		Unit 6: Day 15 Editing
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards

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

		 Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 15 Editing
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	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 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 5: Day 07 Revising Part 1 • Unit 6: Day 05 Paraphrasing
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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). <u>WritingCitv</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work

		• Unit 6: Day 07 Glows & Grows
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
		WritingCity Unit 1: Day 06 Word Choice
		• Unit 3b: Day 01
		Definitions and Details • Unit 3b: Day 03
		5 Square Paragraphs
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.5.5(a)	Interpret figurative language, including similes and metaphors, in context.
		WritingCity • Unit 1: Day 04
		Voice • Unit 1: Day 08
		Figurative Language
		Unit 1: Day 09 Metaphors & Similes
		• Unit 2: Day 03
		Sensory Images
EXPECTATION	L.5.5(b)	Recognize and explain the meaning of common idioms, adages, and proverbs.
		WritingCity Unit 5: Day 08
		Revising Part 2
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		WritingCity
		Unit 5: Day 07 Revising Part 1
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		WritingCity • Unit 3a: Day 01
		Explanatory Writing
		Unit 3a: Day 03 Who is Stronger?
		• Unit 3a: Day 07
		3 Points • Unit 3a: Day 08
		Revising the End
		Unit 3a: Day 11 Revising Part 2
		• Unit 3b: Day 03

5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14	
Revising	

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