

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** WritingCity

**Subject:** Language Arts

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

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade: **K** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.KW.	Kindergarten Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	KW6.	<p>Ask questions and participate in shared research to answer questions and to build knowledge.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01 Become a Researcher</li> <li>• Unit 6: Day 02 Continue Researching</li> <li>• Unit 6: Day 05 Thinking About Topics</li> <li>• Unit 6: Day 06 More Topics</li> <li>• Unit 6: Day 09 The Checklist</li> </ul>
STANDARD / CONCEPTUAL UNDERSTANDING	KW7.	<p>Recall relevant information from experiences or gather information from provided sources to answer a question.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01 Become a Researcher</li> <li>• Unit 6: Day 02 Continue Researching</li> <li>• Unit 6: Day 04 More Revising</li> <li>• Unit 6: Day 05 Thinking About Topics</li> <li>• Unit 6: Day 06 More Topics</li> <li>• Unit 6: Day 09 The Checklist</li> </ul>
STRAND / DOMAIN / UNIFYING THEME	NY.KL.	Kindergarten Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	KL1.	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten→Grade 2:</p>
EXPECTATION / CONTENT SPECIFICATION	KL1.1.	<p>Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01 Becoming a Writer</li> <li>• Unit 1: Day 02 Pre-Writer</li> <li>• Unit 1: Day 03</li> </ul>

		<p><b>Early Writer</b> • Unit 1: Day 04</p> <p><b>Emergent Writer</b> • Unit 1: Day 05</p> <p><b>Developing Writer</b> • Unit 1: Day 06</p> <p><b>Transitional Writer</b> • Unit 2a: Day 01</p> <p><b>Picture Planning</b> • Unit 2a: Day 02</p> <p><b>Draw and Write</b> • Unit 2a: Day 03</p> <p><b>Draw and Write Part 2</b> • Unit 2a: Day 04</p> <p><b>Draw and Write Part 3</b> • Unit 2a: Day 05</p> <p><b>Draw and Write Part 4</b> • Unit 2a: Day 06</p> <p><b>Draw and Write Part 5</b> • Unit 2a: Day 07</p> <p><b>Draw and Write Part 6</b> • Unit 2a: Day 08</p> <p><b>Glows and Grows</b> • Unit 2a: Day 09</p> <p><b>Find the Glows and Grows</b> • Unit 2a: Day 10</p> <p><b>Let's Write</b> • Unit 2b: Day 01</p> <p><b>Writing on Your Own</b> • Unit 2b: Day 02</p> <p><b>Sharing Your Writing</b> • Unit 2b: Day 03</p> <p><b>Keep On Writing</b> • Unit 2b: Day 04</p> <p><b>Write On!</b> • Unit 2b: Day 05</p> <p><b>Just Keep Writing</b> • Unit 2b: Day 06</p> <p><b>Write? Right!</b> • Unit 2b: Day 07</p> <p><b>Writers R Us</b> • Unit 2b: Day 08</p> <p><b>The Checklist</b> • Unit 2b: Day 09</p> <p><b>Scoring Writing</b> • Unit 3a: Day 01</p> <p><b>Word Wall</b> • Unit 3a: Day 02</p> <p><b>High Frequency Words</b> • Unit 3a: Day 03</p> <p><b>More High Frequency Words</b> • Unit 3a: Day 04</p> <p><b>Even More High Frequency Words</b> • Unit 3a: Day 05</p> <p><b>High Frequency Word Masters</b> • Unit 3a: Day 06</p> <p><b>Time to Write</b> • Unit 3a: Day 07</p> <p><b>Find the Words</b> • Unit 3a: Day 08</p> <p><b>New Writing Topics</b> • Unit 3a: Day 09</p> <p><b>The Pronoun "I"</b> • Unit 3a: Day 10</p> <p><b>The Checklist</b></p>
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		<ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> <li>Write Informatively</li> <li>• Unit 3b: Day 04</li> <li>More Information</li> <li>• Unit 3b: Day 05</li> <li>Inform Again</li> <li>• Unit 3b: Day 06</li> <li>Sentence Types</li> <li>• Unit 3b: Day 07</li> <li>More Sentences</li> <li>• Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>• Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>• Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> <li>• Unit 5: Day 02</li> <li>More, More, More</li> <li>• Unit 5: Day 03</li> <li>Poetry Book</li> <li>• Unit 5: Day 04</li> <li>Write a Rhyme</li> <li>• Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>• Unit 5: Day 06</li> <li>Opposites</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>KL1.3.</b></p>	<p>Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>Word Wall</li> <li>• Unit 3a: Day 02</li> <li>High Frequency Words</li> <li>• Unit 3a: Day 03</li> <li>More High Frequency Words</li> <li>• Unit 3a: Day 04</li> <li>Even More High Frequency Words</li> <li>• Unit 3a: Day 05</li> <li>High Frequency Word Masters</li> <li>• Unit 3a: Day 06</li> <li>Time to Write</li> <li>• Unit 3a: Day 07</li> <li>Find the Words</li> <li>• Unit 3a: Day 08</li> <li>New Writing Topics</li> <li>• Unit 3a: Day 09</li> <li>The Pronoun "I"</li> <li>• Unit 3a: Day 10</li> <li>The Checklist</li> <li>• Unit 3b: Day 03</li> <li>Write Informatively</li> <li>• Unit 3b: Day 04</li> <li>More Information</li> <li>• Unit 3b: Day 05</li> <li>Inform Again</li> <li>• Unit 3b: Day 06</li> <li>Sentence Types</li> <li>• Unit 3b: Day 07</li> <li>More Sentences</li> <li>• Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>• Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>• Unit 5: Day 05</li> <li>Color Words Rhymes</li> </ul>

<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>KL1.4.</b></p>	<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Word Wall</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Time to Write</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Find the Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>New Writing Topics</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>The Pronoun "I"</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>The Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>Write Informatively</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>More Information</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Inform Again</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Sentence Types</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Even More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Color Words Rhymes</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>KL1.6.</b></p>	<p>Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Sentence Types</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Even More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p>Reasons to Write</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>That's Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>The Best</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>The Best - Part II</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>The Best - Part III</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>The Best - Part IV</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>The Best - Part V</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul>

		<p>Your Favorite</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>State Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Checklist</p>
EXPECTATION / CONTENT SPECIFICATION	KL1.7.	<p>Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Word Wall</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Time to Write</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Find the Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>New Writing Topics</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>The Pronoun "I"</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>The Checklist</p>
EXPECTATION / CONTENT SPECIFICATION	KL1.8.	<p>Produce and expand complete sentences in shared language activities.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Your Favorite</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>State Your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>More Revising</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>More Topics</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Even More Revising</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Another Revising Day</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
STRAND / DOMAIN / UNIFYING THEME	NY.KL.	Kindergarten Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	KL2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	KL2.1.	<p>Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>New Writing Topics</p>

		<ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> <li>The Pronoun "I"</li> <li>• Unit 3a: Day 10</li> <li>The Checklist</li> <li>• Unit 3b: Day 01</li> <li>Reasons to Write</li> <li>• Unit 3b: Day 02</li> <li>Informative Writing</li> <li>• Unit 3b: Day 03</li> <li>Write Informatively</li> <li>• Unit 3b: Day 04</li> <li>More Information</li> <li>• Unit 3b: Day 05</li> <li>Inform Again</li> <li>• Unit 3b: Day 06</li> <li>Sentence Types</li> <li>• Unit 3b: Day 07</li> <li>More Sentences</li> <li>• Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>• Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> <li>• Unit 4: Day 02</li> <li>That's Your Opinion</li> <li>• Unit 4: Day 03</li> <li>The Best</li> <li>• Unit 4: Day 04</li> <li>The Best - Part II</li> <li>• Unit 4: Day 05</li> <li>The Best - Part III</li> <li>• Unit 4: Day 06</li> <li>The Best - Part IV</li> <li>• Unit 4: Day 07</li> <li>The Best - Part V</li> <li>• Unit 4: Day 08</li> <li>Your Favorite</li> <li>• Unit 4: Day 09</li> <li>State Your Opinion</li> <li>• Unit 4: Day 10</li> <li>The Checklist</li> <li>• Unit 5: Day 01</li> <li>Poems, Poems, Poems</li> <li>• Unit 5: Day 02</li> <li>More, More, More</li> <li>• Unit 5: Day 03</li> <li>Poetry Book</li> <li>• Unit 5: Day 04</li> <li>Write a Rhyme</li> <li>• Unit 5: Day 05</li> <li>Color Words Rhymes</li> <li>• Unit 5: Day 06</li> <li>Opposites</li> <li>• Unit 6: Day 06</li> <li>More Topics</li> <li>• Unit 6: Day 10</li> <li>Scoring Research</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>KL2.3.</b></p>	<p>Recognize and name end punctuation. →Use end punctuation for sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> <li>Time to Write</li> <li>• Unit 3a: Day 07</li> <li>Find the Words</li> <li>• Unit 3a: Day 08</li> </ul>

		<p><b>New Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p><b>The Pronoun "I"</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p><b>The Checklist</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <p><b>Reasons to Write</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p><b>Informative Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p><b>Write Informatively</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p><b>More Information</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p><b>Inform Again</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p><b>More Sentences</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p><b>Even More Sentences</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p><b>Formal Writing Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p><b>Reasons to Write</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p><b>That's Your Opinion</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p><b>The Best</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p><b>The Best - Part II</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p><b>The Best - Part III</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p><b>The Best - Part IV</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p><b>The Best - Part V</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p><b>Your Favorite</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p><b>State Your Opinion</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p><b>The Checklist</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p><b>Poems, Poems, Poems</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p><b>More, More, More</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p><b>Write a Rhyme</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p><b>Color Words Rhymes</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p><b>More Topics</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p><b>Scoring Research</b></p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>KL2.4.</b></p>	<p><b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b></p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p><b>Becoming a Writer</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p><b>Pre-Writer</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p><b>Early Writer</b></p>

• 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  
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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  
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• 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



		<p>Write Informatively</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>More Information</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Inform Again</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Sentence Types</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Even More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>More, More, More</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Poetry Book</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Write a Rhyme</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Color Words Rhymes</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Opposites</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>KL2.5.</b></p>	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Word Wall</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Time to Write</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Find the Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>New Writing Topics</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>The Pronoun "I"</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>The Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>Write Informatively</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>More Information</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Inform Again</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Sentence Types</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul>

		<p>Even More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>More, More, More</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Write a Rhyme</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.KL.</b>	<b>Kindergarten Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>KL5.</b>	Explore and discuss word relationships and word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL5b.</b>	<p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Opposites</p>

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade: 1 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1W.</b>	<b>1st Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1W1.</b>	<p>Write an opinion on a topic; give two or more reasons to support that opinion.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <p>Opinions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>Stating your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>Using Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Adding Details</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Revising with a Peer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Writing with Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Revising the Assessment Writing</p>

<p><b>STANDARD / CONCEPTUAL UNDERSTANDING</b></p>	<p><b>1W2.</b></p>	<p>Write an informative/explanatory text to introduce a topic, supplying some facts to develop points.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>People and Events</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Things and Places</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 01</li> </ul> <p>Why do we Write?</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 02</li> </ul> <p>Reasons to Write</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 04</li> </ul> <p>What is a Fact?</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 05</li> </ul> <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 06</li> </ul> <p>Writing to Inform</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 07</li> </ul> <p>Introductory Sentence</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 08</li> </ul> <p>Past Tense Verbs</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 09</li> </ul> <p>Concluding Statement</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 10</li> </ul> <p>Pronouns</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 11</li> </ul> <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> <p>Adding a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p><b>Informative/Explanatory Writing</b></p>
<p><b>STANDARD / CONCEPTUAL UNDERSTANDING</b></p>	<p><b>1W3.</b></p>	<p>Write narratives which recount real or imagined experiences or events or a short sequence of events.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> </ul> <p>Engaging Topics</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 02</li> </ul> <p>Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Topics and Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <p>The Hook</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <p>The Doctor's Office</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 06</li> </ul> <p>Think About Spacing</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 07</li> </ul> <p>Including Characters</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> </ul> <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 09</li> </ul> <p>Exclamation!</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 10</li> </ul> <p>Questions?</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 11</li> </ul> <p>Voice Through Humor</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 12</li> </ul> <p>Recounting Events</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 13</li> </ul> <p>The Checklist</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 14</li> </ul>

		<p>Score with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 01</li> </ul> <p>Planning a BME Writing Piece</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 02</li> </ul> <p>Writing a BME Piece</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 03</li> </ul> <p>Thinking about Spelling</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 04</li> </ul> <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 05</li> </ul> <p>Fluffy the Cat</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 07</li> </ul> <p>Grows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 08</li> </ul> <p>Temporal Words</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 09</li> </ul> <p>First, Second, Third</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 10</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 11</li> </ul> <p>Applying the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 12</li> </ul> <p>Revising with a Peer</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 13</li> </ul> <p>Revising Questions</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 15</li> </ul> <p>Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>4 Ws</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning with 4 Ws</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Revising a Peer's 4 W Piece</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Narrative Writing with 4 Ws</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>The Candy House</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Expand a Sentence</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Assessment Writing</p>
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten→Grade 2:</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L1.1.</b>	<p>Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> </ul> <p>Engaging Topics</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 02</li> </ul> <p>Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Topics and Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul>
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		<p>The Hook</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <p>The Doctor's Office</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>1L1.2.</p>	<p>Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 08</li> </ul> <p>Temporal Words</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 09</li> </ul> <p>First, Second, Third</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 11</li> </ul> <p>Applying the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 12</li> </ul> <p>Revising with a Peer</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 13</li> </ul> <p>Revising Questions</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 03</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 04</li> </ul> <p>What is a Fact?</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 05</li> </ul> <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 06</li> </ul> <p>Writing to Inform</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> <p>Adding a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <p>"How To"</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>The "How To" Plan</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>What Will You Need?</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>1L1.7.</p>	<p>Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>Stating your Opinion</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>Using Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Writing with Prepositions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>1L1.8.</p>	<p>Produce and expand complete sentences in shared language activities.</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> Expand a Sentence <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> What Will You Need? <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> Assessment Writing <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> Finishing the Assessment
EXPECTATION / CONTENT SPECIFICATION	1L1.9.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3: Day 07</li> </ul> Introductory Sentence <ul style="list-style-type: none"> <li>• Unit 3: Day 08</li> </ul> Past Tense Verbs <ul style="list-style-type: none"> <li>• Unit 3: Day 10</li> </ul> Pronouns <ul style="list-style-type: none"> <li>• Unit 3: Day 11</li> </ul> Sarah Went to the Museum <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> Adding a Conclusion <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> Planning the Writing Assessment <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> Informative/Explanatory Writing <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> Adjectives <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> Reviewing the Focus Skills <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> Assessment Writing
EXPECTATION / CONTENT SPECIFICATION	1L1.10.	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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3: Day 08</li> </ul> Past Tense Verbs <ul style="list-style-type: none"> <li>• Unit 3: Day 11</li> </ul> Sarah Went to the Museum
EXPECTATION / CONTENT SPECIFICATION	1L1.11.	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> Adjectives <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> Reviewing the Focus Skills <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> Adding Details <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> Revising with a Peer <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> Assessment Writing <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> Revising the Assessment Writing <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> What Will You Need? <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> Glows and Grows <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul>

		<p>Assessment Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Finishing the Assessment</p>
EXPECTATION / CONTENT SPECIFICATION	1L1.12.	<p>Use frequently occurring conjunctions (e.g., and, but, or, so because).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> <p>Adding a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Assessment Writing</p>
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	1L2.1.	<p>Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Topics and Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 07</li> </ul> <p>Including Characters</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> </ul> <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 09</li> </ul> <p>Exclamation!</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 10</li> </ul> <p>Questions?</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 11</li> </ul> <p>Voice Through Humor</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 14</li> </ul> <p>Score with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 04</li> </ul> <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 05</li> </ul> <p>Fluffy the Cat</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 03</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 04</li> </ul> <p>What is a Fact?</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 05</li> </ul> <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 06</li> </ul> <p>Writing to Inform</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 07</li> </ul> <p>Introductory Sentence</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 08</li> </ul> <p>Past Tense Verbs</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 09</li> </ul> <p>Concluding Statement</p>

		<ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> <li>Planning the Writing Assessment</li> <li>• Unit 3: Day 14</li> <li>Informative/Explanatory Writing</li> <li>• Unit 5: Day 01</li> <li>4 Ws</li> <li>• Unit 5: Day 02</li> <li>Planning with 4 Ws</li> <li>• Unit 5: Day 05</li> <li>The Candy House</li> <li>• Unit 5: Day 07</li> <li>Editing</li> <li>• Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>• Unit 5: Day 09</li> <li>Peer Editing</li> <li>• Unit 5: Day 12</li> <li>Using the Checklist</li> <li>• Unit 6: Day 02</li> <li>The "How To" Plan</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>1L2.3.</p>	<p>Recognize and name end punctuation. →Use end punctuation for sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> <li>Picture, Plan and Write</li> <li>• Unit 2a: Day 09</li> <li>Exclamation!</li> <li>• Unit 2a: Day 10</li> <li>Questions?</li> <li>• Unit 2a: Day 11</li> <li>Voice Through Humor</li> <li>• Unit 2a: Day 14</li> <li>Score with a Rubric</li> <li>• Unit 2b: Day 03</li> <li>Thinking about Spelling</li> <li>• Unit 2b: Day 04</li> <li>Remembering End Punctuation</li> <li>• Unit 2b: Day 05</li> <li>Fluffy the Cat</li> <li>• Unit 2b: Day 14</li> <li>Remembering the Focus Skills</li> <li>• Unit 4: Day 02</li> <li>Prepositions</li> <li>• Unit 4: Day 03</li> <li>Stating your Opinion</li> <li>• Unit 4: Day 04</li> <li>Using Prepositions</li> <li>• Unit 4: Day 09</li> <li>Writing with Prepositions</li> <li>• Unit 4: Day 10</li> <li>The Best Thing to Do With a Friend</li> <li>• Unit 4: Day 11</li> <li>Assessment Writing</li> <li>• Unit 5: Day 05</li> <li>The Candy House</li> <li>• Unit 5: Day 07</li> <li>Editing</li> <li>• Unit 5: Day 08</li> <li>The Editing Checklist</li> <li>• Unit 5: Day 09</li> <li>Peer Editing</li> <li>• Unit 5: Day 12</li> <li>Using the Checklist</li> </ul>



		<ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Editing Checklist</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L2.4.</b>	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> </ul> <b>Engaging Topics</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 02</li> </ul> <b>Plan and Write</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <b>Topics and Planning</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <b>The Hook</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <b>The Doctor's Office</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L2.5.</b>	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <b>Learn More About Writing</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <b>We Are Writers</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <b>Sound Card Bingo</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <b>Transitional Writer</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <b>People and Events</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <b>Things and Places</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <b>Topics and Planning</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <b>The Hook</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <b>The Doctor's Office</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 06</li> </ul> <b>Think About Spacing</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 07</li> </ul> <b>Including Characters</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> </ul> <b>Picture, Plan and Write</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 12</li> </ul> <b>Recounting Events</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 13</li> </ul> <b>The Checklist</b> <ul style="list-style-type: none"> <li>• Unit 2a: Day 14</li> </ul> <b>Score with a Rubric</b> <ul style="list-style-type: none"> <li>• Unit 2b: Day 03</li> </ul> <b>Thinking about Spelling</b> <ul style="list-style-type: none"> <li>• Unit 2b: Day 04</li> </ul> <b>Remembering End Punctuation</b> <ul style="list-style-type: none"> <li>• Unit 2b: Day 05</li> </ul> <b>Fluffy the Cat</b> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> </ul> <b>Nouns</b> <ul style="list-style-type: none"> <li>• Unit 2b: Day 07</li> </ul>

		<p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>The Editing Checklist</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Peer Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Using the Checklist</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Editing Checklist</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>1L2.6.</p>	<p>Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 09</li> </ul> <p>Concluding Statement</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul> <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 14</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>The "How To" Plan</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>What Will You Need?</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Verb Tenses</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Assessment Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Finishing the Assessment</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>1L2.7.</p>	<p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 08</li> </ul> <p>Temporal Words</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 09</li> </ul> <p>First, Second, Third</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 11</li> </ul> <p>Applying the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 12</li> </ul> <p>Revising with a Peer</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 13</li> </ul> <p>Revising Questions</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 03</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 04</li> </ul> <p>What is a Fact?</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 05</li> </ul> <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 06</li> </ul> <p>Writing to Inform</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 12</li> </ul> <p>Adding a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3: Day 13</li> </ul>

		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?
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1L5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L5d.</b>	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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1L6.</b>	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

New York State Learning Standards and Core Curriculum  
Language Arts

Grade: 2 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2W.</b>	<b>2nd Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>

<p><b>STANDARD / CONCEPTUAL UNDERSTANDING</b></p>	<p><b>2W2.</b></p>	<p>Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, and provide a concluding statement or section.</p> <p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Introducing the 2 Paragraph Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>2 Paragraph Planning</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Writing 2 Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Revising Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Revising Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Formal Writing Assessment: Plan</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <p>Facts and Opinions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Defining Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>Writing a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Varying Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Practicing Planning a 2 Paragraph Piece</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Practicing with Short and Long Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Formal Writing Assessment: Publishing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>4 Paragraph Planning Sheet--Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>4 Paragraph Planning Sheet--Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Formal Writing Assessment Part 2</p>
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STANDARD / CONCEPTUAL UNDERSTANDING	2W3.	<p>Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Traits: Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Traits: Organization</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Traits: Voice</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Traits: Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Narrative Writing: Revising to add Thoughts and Feelings</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Narrative Writing: Adjectives and Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <p>Narrative Writing: Temporal Words Day 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Narrative Writing: Temporal Words Day 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <p>Narrative Writing: Formal Writing Assessment Day 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Narrative Writing: Formal Writing Assessment Day 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>Planning with a Story Strip Day 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Formal Writing Assessment: Revising</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Using Temporal Words</p>
STRAND / DOMAIN / UNIFYING THEME	NY.2W.	2nd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	2W6.	<p>Ask questions and participate in shared research to answer questions and to build knowledge.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <p>Writing Definitions</p>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Collective Nouns</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Research Resources</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>4 Paragraph Planning Sheet--Part 1</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>4 Paragraph Planning Sheet--Part 2</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2W7.</b>	<p>Recall relevant information from experiences or gather information from provided sources to answer a question.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <b>Defining Nouns</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>Defining Nouns Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <b>Practicing Planning a 2 Paragraph Piece</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <b>Practicing with Short and Long Sentences</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <b>Formal Writing Assessment - Part 1</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <b>Formal Writing Assessment - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <b>Writing Definitions</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Collective Nouns</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Research Resources</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>4 Paragraph Planning Sheet--Part 1</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>4 Paragraph Planning Sheet--Part 2</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten→Grade 2:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2L1.2.</b>	<p>Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. →Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>Introducing the 2 Paragraph Planning Sheet</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Collective Nouns</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>Formal Writing Assessment Part 1</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <b>Formal Writing Assessment Part 2</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b>

<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>2L1.4.</p>	<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Defining Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>Collective Nouns</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>2L1.8.</p>	<p>Produce and expand complete sentences in shared language activities.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>Traits: Sentence Fluency</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Narrative Writing: Revising for Sentence Fluency</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Varying Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Practicing with Short and Long Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>2L1.9.</p>	<p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>Reflexive Pronouns</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>Revising and Editing with a Checklist</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Peer Revising</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Contractions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul>

		<p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>2L1.10.</p>	<p>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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Narrative Writing: Review Focus Skills Scavenger Hunt</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Formal Writing Assessment</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>2L1.11.</p>	<p>Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Traits: Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Narrative Writing: Adjectives and Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Revising Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Alliteration with Adjectives &amp; Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Formal Writing Assessment Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p>



STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	2L2.1.	<p>Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Writing 2 Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p>
EXPECTATION / CONTENT SPECIFICATION	2L2.5.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <p>Narrative Writing: Temporal Words Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Possessive and Plural Nouns</p>
EXPECTATION / CONTENT SPECIFICATION	2L2.7.	<p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Contractions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Revising and Editing</p>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> <li>Formal Writing Assessment: Planning</li> <li>• Unit 4: Day 12</li> <li>Formal Writing Assessment</li> <li>• Unit 4: Day 13</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>• Unit 5: Day 06</li> <li>Possessive and Plural Nouns</li> <li>• Unit 5: Day 07</li> <li>Revising to Add Adjectives and Details</li> <li>• Unit 5: Day 09</li> <li>Formal Writing Assessment: Planning</li> <li>• Unit 5: Day 10</li> <li>Formal Writing Assessment</li> </ul>
EXPECTATION / CONTENT SPECIFICATION	2L2.8.	<p>Consult reference materials as needed to check and correct spellings.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> <li>Planning</li> <li>• Unit 3b: Day 11</li> <li>Editing</li> <li>• Unit 3b: Day 13</li> <li>Formal Writing Assessment - Part 1</li> <li>• Unit 3b: Day 14</li> <li>Formal Writing Assessment - Part 2</li> <li>• Unit 3b: Day 15</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>• Unit 6: Day 10</li> <li>Formal Writing Assessment: Revising and Editing</li> </ul>
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	2L4e.	<p>Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> <li>Defining Nouns</li> <li>• Unit 3b: Day 03</li> <li>Defining Nouns Part 2</li> <li>• Unit 6: Day 01</li> <li>Writing Definitions</li> <li>• Unit 6: Day 02</li> <li>Collective Nouns</li> </ul>
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> <li>Traits: Voice</li> <li>• Unit 2: Day 07</li> </ul>

		<p><b>Narrative Writing: Adjectives and Adverbs</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p><b>Revising to Add Adjectives and Adverbs</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p><b>Revising Checklist</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p><b>Write Informative Text Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p><b>Formal Writing Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p><b>Possessive and Plural Nouns</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p><b>Revising to Add Adjectives and Details</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p><b>Formal Writing Assessment: Planning</b></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p><b>Formal Writing Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p><b>Alliteration with Adjectives &amp; Adverbs</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p><b>Formal Writing Assessment Part 1</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p><b>Formal Writing Assessment Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p><b>Formal Writing Assessment: Revising and Editing</b></p>
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**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade: 3 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3R.</b>	<b>3rd Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3R1.</b>	<p><b>Ask and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&amp;RL)</b></p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p><b>Intro to Response Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p><b>Off to the RACES</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p><b>Writers Respond to Questions and Prompts</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p><b>Read, Reread, Respond and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p><b>Read, Reread, Respond and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p><b>3-2-1- Highlight!</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p><b>Vocabulary in a Text</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p><b>Scoring a Response</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p><b>Scoring a Response</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p><b>Response to Text- A Taste of Two</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p><b>Response to Text- Comparing Two Texts</b></p>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> Response to Text- A Persuasive Letter <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul> Activate Thinking in Traditional Literature <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> </ul> Responses to Text: Comparing Morals <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> Responses to Text: Comparing Morals
STANDARD / CONCEPTUAL UNDERSTANDING	3R2.	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> Vocabulary in a Text <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> Response to Text- A Taste of Two <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> Response to Text- Comparing Two Texts <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul> Activate Thinking in Traditional Literature <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> </ul> Responses to Text: Comparing Morals <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> Responses to Text: Comparing Morals
STANDARD / CONCEPTUAL UNDERSTANDING	3R3.	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> Read, Reread, Respond and Score <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> Read, Reread, Respond and Score <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> Vocabulary in a Text <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> Response to Text- A Taste of Two <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> Response to Text- Comparing Two Texts
STRAND / DOMAIN / UNIFYING THEME	NY.3R.	3rd Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	3R4.	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> Vocabulary in a Text <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> Scoring a Response

		<ul style="list-style-type: none"> <li>• Unit 4: Day 12 Response to Text- A Taste of Two</li> <li>• Unit 5: Day 19 Responses to Text: Comparing Morals</li> <li>• Unit 5: Day 20 Responses to Text: Comparing Morals</li> </ul>
STANDARD / CONCEPTUAL UNDERSTANDING	3R5.	<p>In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14 Nonfiction Text Feature</li> <li>• Unit 3b: Day 15 3-2-1- Highlight!</li> <li>• Unit 3b: Day 16 Vocabulary in a Text</li> <li>• Unit 3b: Day 17 Scoring a Response</li> <li>• Unit 3b: Day 18 Scoring a Response</li> </ul>
STANDARD / CONCEPTUAL UNDERSTANDING	3R6.	<p>Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18 Writers Respond to Questions and Prompts</li> </ul>
STRAND / DOMAIN / UNIFYING THEME	NY.3R.	3rd Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	3R7.	<p>Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20 Read, Reread, Respond and Score</li> <li>• Unit 2: Day 21 Read, Reread, Respond and Score</li> </ul>
STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	3W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	3W2b.	<p>Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01 Informational Writing</li> <li>• Unit 3a: Day 02 Paragraphing and Structure</li> <li>• Unit 3a: Day 03 Narrative vs. Non-Narrative</li> <li>• Unit 3a: Day 04 Voice</li> <li>• Unit 3a: Day 05 Introductions and Topic Sentences</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> <li>Paragraphs and Linking Words</li> <li>• Unit 3a: Day 07</li> <li>Wrap-Up Conclusions</li> <li>• Unit 3a: Day 08</li> <li>Score and Organize</li> <li>• Unit 3a: Day 10</li> <li>Teacher Modeling and Planning</li> <li>• Unit 3a: Day 11</li> <li>Special Place</li> <li>• Unit 3a: Day 12</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3a: Day 13</li> <li>Editing and Scoring</li> <li>• Unit 3b: Day 02</li> <li>Becoming Experts</li> <li>• Unit 3b: Day 03</li> <li>Facts, Definitions, and Details</li> <li>• Unit 3b: Day 04</li> <li>Linking and Transition Words</li> <li>• Unit 3b: Day 05</li> <li>Voice and Word Choice</li> <li>• Unit 3b: Day 06</li> <li>Introductions</li> <li>• Unit 3b: Day 07</li> <li>Revisiting Conclusions</li> <li>• Unit 3b: Day 09</li> <li>Planning Sheets</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing Assessment</li> <li>• Unit 3b: Day 11</li> <li>Revising with A.R.M.S</li> <li>• Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight</li> <li>• Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 07</li> <li>Grows and Grows</li> <li>• Unit 6: Day 08</li> <li>5 Square Planning Sheet</li> <li>• Unit 6: Day 10</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 11</li> <li>Just Keep Writing</li> <li>• Unit 6: Day 14</li> <li>Scoring with a Rubric</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>3W2d.</b></p>	<p>Use linking words and phrases to connect ideas within categories of information.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> <li>Paragraphs and Linking Words</li> <li>• Unit 3a: Day 07</li> <li>Wrap-Up Conclusions</li> <li>• Unit 3a: Day 08</li> <li>Score and Organize</li> <li>• Unit 3a: Day 11</li> </ul>

		<p>Special Place</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>Linking and Transition Words</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Just Keep Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p>
EXPECTATION / CONTENT SPECIFICATION	3W2e.	<p>Provide a concluding statement or section.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Wrap-Up Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Score and Organize</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Teacher Modeling and Planning</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Special Place</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <p>Editing and Scoring</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Revisiting Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Revising with A.R.M.S</p>
STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	3W3.	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	3W3b.	<p>Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>6 Traits: Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>6 Traits: Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Dialogue=Detail</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Writing with Emotion</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul>

		<p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>What is a Fable?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Moral of the Lesson</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <p>Scoring Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <p>Revising Fables</p>
EXPECTATION / CONTENT SPECIFICATION	3W3c.	<p>Use words and phrases related to time to signal event order.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>6 Traits: Organization</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Sequencing and Linking Words</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>What is a Fable?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Linking and Transition Words</p>
STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	3W7.	<p>Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>Searching the Internet</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p>
STRAND / DOMAIN / UNIFYING THEME	NY.3SL.	3rd Grade Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	3SL2.	<p>Determine the main ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul>



		<p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul> <p>Activate Thinking in Traditional Literature</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3→5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L1.2.</b>	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Voice and Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>Opinions and Advertising</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>What's Your Opinion?</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>5 Square Organizer</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Action Words</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <p>Revising Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <p>Editing Fables</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L1.5.</b>	<p>Form and use regular and irregular plural nouns.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Just Keep Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L1.6.</b>	Use abstract nouns.

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Planning Continued</p>
EXPECTATION / CONTENT SPECIFICATION	3L1.7.	<p>Form and use regular and irregular verbs.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Action Words</p>
EXPECTATION / CONTENT SPECIFICATION	3L1.8.	<p>Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p>
EXPECTATION / CONTENT SPECIFICATION	3L1.11.	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p>
EXPECTATION / CONTENT SPECIFICATION	3L1.12.	<p>Recognize and correct inappropriate shifts in verb tense.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p>
EXPECTATION / CONTENT SPECIFICATION	3L1.13.	<p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Score and Brainstorm</p>
EXPECTATION / CONTENT SPECIFICATION	3L1.14.	<p>Use coordinating and subordinating conjunctions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>6 Traits: Sentence Fluency</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Writing the Whole Story</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Score and Organize</p>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <b>Uno, Dos, Traits</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <b>Meeting Aesop</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <b>Scoring Fables</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L2.1.</b>	<p>Capitalize appropriate words in titles.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <b>Revisiting Conclusions</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Editing Checklist</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>Uno, Dos, Traits: Scoring with Rubric</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing and Scoring</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <b>Editing for Capitals</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <b>Score, Plan, &amp; Talk!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <b>Editing Fables</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L2.3.</b>	<p>Use commas in addresses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <b>Becoming Authorities</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L2.4.</b>	<p>Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <b>Dialogue=Detail</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <b>Using Dialogue to Develop Characters</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>Fables and Focus</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <b>Editing Fables</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L2.8.</b>	<p>Form and use possessives.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>6 Traits: Conventions</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <b>Editing and Scoring</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Editing Checklist</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing and Scoring</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul>

		<p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Score, Plan, &amp; Talk!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <p>Editing Fables</p>
EXPECTATION / CONTENT SPECIFICATION	3L2.9.	<p>Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Score and Brainstorm</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <p>Editing and Scoring</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Editing Checklist</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing and Scoring</p>
EXPECTATION / CONTENT SPECIFICATION	3L2.10.	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Score and Brainstorm</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <p>Editing and Scoring</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Editing Checklist</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing and Scoring</p>
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	3L3a.	<p>Choose words and phrases for effect.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Writing with Emotion</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Special Place</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Voice and Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul>

		<p>Introductions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Planning Sheets</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Revising with A.R.M.S</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Action Words</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Fable Beginnings</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <p>Scoring Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <p>Revising Fables</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L4d.</b>	<p>Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L5b.</b>	<p>Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Writing with Emotion</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Special Place</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul>

		Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S. • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L6.</b>	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  <u>WritingCity</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S. • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 07

		<p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Action Words</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Fable Beginnings</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <p>Scoring Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <p>Revising Fables</p>
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**New York State Learning Standards and Core Curriculum  
Language Arts**

Grade: 4 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.4R.	4th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	4R1.	<p>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul>

		<p>Compare and Contrast</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
<p>STANDARD / CONCEPTUAL UNDERSTANDING</p>	<p>4R2.</p>	<p>Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
<p>STANDARD / CONCEPTUAL UNDERSTANDING</p>	<p>4R3.</p>	<p>In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Dialogue and Punctuation</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul>



		<p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4R.</b>	<b>4th Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4R4.</b>	<p>Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4R5.</b>	<p>In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Dialogue and Punctuation</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4W.</b>	<b>4th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4W1.</b>	Write an argument to support claim(s), using clear reasons and relevant evidence.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4W1b.</b>	<p>Use precise language and content-specific vocabulary.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Planning Continued</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4W.</b>	<b>4th Grade Writing Standards</b>

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	4W2a.	<p>Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> <li>5 Square</li> <li>• Unit 3b: Day 02</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>• Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing</li> <li>• Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>• Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
EXPECTATION / CONTENT SPECIFICATION	4W2b.	<p>Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> <li>5 Square</li> <li>• Unit 3a: Day 03</li> <li>Using the Planning Sheet</li> <li>• Unit 3a: Day 04</li> <li>Formal Writing</li> <li>• Unit 3b: Day 03</li> <li>Definitions</li> <li>• Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>• Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing</li> <li>• Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>• Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>• Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>• Unit 6: Day 08</li> <li>Glows and Grows</li> <li>• Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>• Unit 6: Day 10</li> <li>Planning Continued</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>4W2c.</p>	<p>Use precise language and domain-specific vocabulary.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> <li>Formal Writing</li> <li>• Unit 3a: Day 07</li> <li>Glows and Grows - Part 2</li> <li>• Unit 3b: Day 03</li> <li>Definitions</li> <li>• Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>• Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing</li> <li>• Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>• Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>• Unit 6: Day 08</li> <li>Glows and Grows</li> <li>• Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>• Unit 6: Day 10</li> <li>Planning Continued</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>4W2d.</p>	<p>Use transitional words and phrases to connect ideas within categories of information.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> <li>Formal Writing</li> <li>• Unit 3b: Day 04</li> <li>Linking Words</li> <li>• Unit 3b: Day 05</li> </ul>

		<p>Focus Skill Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p>
EXPECTATION / CONTENT SPECIFICATION	4W2e.	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Reworking Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	4W3b.	<p>Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>The Conventions of Dialogue</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <p>Show And Tell Review</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Revising</p>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <b>Dialogue and Punctuation</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Uno, Dos, Traits!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <b>Check-in and Write!</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4W3c.	<p>Use transitional words and phrases to manage the sequence of events.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <b>Organization</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <b>Transitioning Smoothly</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <b>Show And Tell Review</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <b>Scoring With A Rubric - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <b>Formal Writing</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>The Elements</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Uno, Dos, Traits!</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4W3d.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <b>Voice</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <b>6 Traits: Word Choice</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <b>Strong Verbs</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <b>Strong vs. Weak Verbs</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <b>Honoring Good Writing With Revision</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <b>Writing With Sensory Details</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <b>Show And Tell Review</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <b>Scoring With A Rubric - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <b>Formal Writing</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <b>Descriptive Words and Progressive Verb Tenses</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>Legend Planning Wheels</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Uno, Dos, Traits!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <b>Check-in and Write!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <b>Compare Characters</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4W.</b>	<b>4th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4W5.	<p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.</p>

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4W.</b>	<b>4th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4W7.</b>	<p>Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <p>Searching the Internet</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul>

		<p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4L.</b>	<b>4th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3→5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4L1.2.</b>	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Check-in and Write!</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4L1.3.</b>	<p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glows and Grows</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4L1.9.</b>	<p>Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>1st or 3rd Person Narrators</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glows and Grows</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4L1.15.</b>	<p>Use and identify prepositional phrases.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Revising for Similes and Sensory Details</p>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 09 Revising Ears</li> <li>• Unit 5: Day 07 Ready, Set, Write!</li> <li>• Unit 6: Day 08 Glows and Grows</li> </ul>
EXPECTATION / CONTENT SPECIFICATION	4L1.16.	<p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 6 Traits: Conventions</li> <li>• Unit 2: Day 10 Scoring With A Rubric - Part 2</li> <li>• Unit 3a: Day 10 Editing With A Checklist</li> <li>• Unit 3b: Day 13 Editing</li> <li>• Unit 4: Day 09 Revising Ears</li> <li>• Unit 4: Day 10 Editing Glasses</li> <li>• Unit 5: Day 01 What is a Legend?</li> <li>• Unit 5: Day 09 Editing</li> </ul>
EXPECTATION / CONTENT SPECIFICATION	4L1.17.	<p>Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 6 Traits: Conventions</li> <li>• Unit 2: Day 10 Scoring With A Rubric - Part 2</li> <li>• Unit 3a: Day 06 Glows and Grows - Part 1</li> <li>• Unit 3a: Day 10 Editing With A Checklist</li> <li>• Unit 3b: Day 10 Formal Writing</li> <li>• Unit 4: Day 10 Editing Glasses</li> <li>• Unit 5: Day 09 Editing</li> </ul>
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	4L2.2.	<p>Use correct capitalization.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 6 Traits: Conventions</li> <li>• Unit 2: Day 10 Scoring With A Rubric - Part 2</li> <li>• Unit 3a: Day 08 Revising Strong Leads</li> <li>• Unit 3a: Day 10 Editing With A Checklist</li> <li>• Unit 3b: Day 13</li> </ul>



		<p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glows and Grows</p>
EXPECTATION / CONTENT SPECIFICATION	4L2.5.	<p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Editing With A Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glows and Grows</p>
EXPECTATION / CONTENT SPECIFICATION	4L2.9.	<p>Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Editing With A Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Editing</p>
EXPECTATION / CONTENT SPECIFICATION	4L2.10.	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Editing With A Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Editing</p>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Editing Glasses</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <b>Editing</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4L2.11.	<p>Use quotation marks or italics to indicate titles of works.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>6 Traits: Conventions</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <b>A Character's Voice</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <b>The Conventions of Dialogue</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <b>Scoring With A Rubric - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <b>Revising Strong Leads</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <b>Dialogue and Punctuation</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <b>Editing</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4L.</b>	<b>4th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4L3a.	<p>Choose words and phrases to convey ideas precisely.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <b>6 Traits: Word Choice</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <b>Strong Verbs</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <b>Strong vs. Weak Verbs</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <b>Honoring Good Writing With Revision</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <b>Writing With Sensory Details</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <b>Transitioning Smoothly</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <b>Formal Writing</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <b>Glows and Grows - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>Revising for Similes and Sensory Details</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>Definitions</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <b>Focus Skill Writing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <b>Domain-Specific Vocabulary</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <b>Formal Writing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <b>Verbs, Verbs, Verbs!</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Revising with A.R.M.S.</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <b>Analyzing the Student Sample</b>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> <li>• Unit 5: Day 02</li> <li>Descriptive Words and Progressive Verb Tenses</li> <li>• Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>• Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>• Unit 6: Day 08</li> <li>Glows and Grows</li> <li>• Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>• Unit 6: Day 10</li> <li>Planning Continued</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
EXPECTATION / CONTENT SPECIFICATION	4L3b.	<p>Choose punctuation for effect.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>6 Traits: Sentence Fluency</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	4L5a.	<p>Explain the meaning of simple similes and metaphors in context.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 08</li> </ul> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 09</li> </ul> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Revising for Similes and Sensory Details</p>
EXPECTATION / CONTENT SPECIFICATION	4L5c.	<p>Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Glows and Grows - Part 2</p>

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4L.</b>	<b>4th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4L6.	<p>Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Strong Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Strong vs. Weak Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Revising Ears</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glow and Grow</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p>

New York State Learning Standards and Core Curriculum  
Language Arts

Grade: 5 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5R.</b>	<b>5th Grade Reading Standards (Literary and Informational Text)</b>
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CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	5R1.	<p>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 22</li> </ul> <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>Purpose and Proof</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Facts and Opinions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Main Ideas &amp; Important Facts</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows &amp; Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Introducing the Rubric</p>
STANDARD / CONCEPTUAL UNDERSTANDING	5R2.	<p>Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&amp;RL)</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Response to Historical Fiction Text</p>

STANDARD / CONCEPTUAL UNDERSTANDING	5R3.	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)  <u>WritingCity</u> • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past
STRAND / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	5R4.	Determine the meaning of words, phrases, figurative language, academic, and domain- specific words and analyze their effect on meaning, tone, or mood. (RI&RL)  <u>WritingCity</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD / CONCEPTUAL UNDERSTANDING	5R6.	In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)  <u>WritingCity</u> • Unit 4: Day 14 Response to Text: Planning Template
STRAND / DOMAIN / UNIFYING THEME	NY.5RF.	5th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	5RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	5RF3a.	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 / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes

STANDARD / CONCEPTUAL UNDERSTANDING	5W1.	Write an argument to support claims with clear reasons and relevant evidence.
EXPECTATION / CONTENT SPECIFICATION	5W1c.	Use precise language and content-specific vocabulary while offering an opinion on a topic.  <u>WritingCity</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
EXPECTATION / CONTENT SPECIFICATION	5W1d.	Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.  <u>WritingCity</u> • 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
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	5W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	5W2b.	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.  <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 3a: Day 04 Let's Take Five

		<ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> <li>Model the Plan</li> <li>• Unit 3a: Day 06</li> <li>Where I Live</li> <li>• Unit 3a: Day 07</li> <li>3 Points</li> <li>• Unit 3a: Day 08</li> <li>Revising the End</li> <li>• Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>• Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>• Unit 3b: Day 01</li> <li>Definitions and Details</li> <li>• Unit 3b: Day 02</li> <li>Brainstorming</li> <li>• Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 04</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 07</li> <li>Formal Writing Assessment</li> <li>• Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> <li>• Unit 3b: Day 12</li> <li>Text Features, Main Ideas, and Details</li> <li>• Unit 3b: Day 13</li> <li>Nonfiction Text Features</li> <li>• Unit 3b: Day 14</li> <li>Nonfiction Choice Cards</li> <li>• Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>• Unit 3b: Day 16</li> <li>Respond to Nonfiction Texts and Score</li> <li>• Unit 4: Day 05</li> <li>Facts and Opinions</li> <li>• Unit 4: Day 14</li> <li>Response to Text: Planning Template</li> <li>• Unit 4: Day 15</li> <li>Response to Text: Persuasive Letters</li> <li>• Unit 6: Day 08</li> <li>Introducing the Rubric</li> <li>• Unit 6: Day 09</li> <li>The 5 Square Graphic Organizer</li> <li>• Unit 6: Day 11</li> <li>Reviewing the Plan</li> <li>• Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>• Unit 6: Day 13</li> <li>Formal Writing - Part 2</li> </ul>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p><b>5W2c.</b></p>	<p>Use precise language and domain-specific vocabulary to explain a topic.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>Explanatory Writing</li> <li>• Unit 3a: Day 03</li> <li>Who is Stronger?</li> <li>• Unit 3a: Day 07</li> <li>3 Points</li> <li>• Unit 3a: Day 08</li> <li>Revising the End</li> <li>• Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>• Unit 3b: Day 03</li> </ul>



		<p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Revising</p>
EXPECTATION / CONTENT SPECIFICATION	5W2d.	<p>Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Linking Ideas</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Linking Words</p>
EXPECTATION / CONTENT SPECIFICATION	5W2e.	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>Purpose and Proof</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>3 Points</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Revising the End</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Revising Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Writing Strong Conclusions</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5W.</b>	<b>5th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPTUAL UNDERSTANDING	5W3.	<p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>
EXPECTATION / CONTENT SPECIFICATION	5W3a.	<p>Establish a situation and introduce a narrator and/or characters.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Ideas</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Character Description</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning Wheel 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Planning Wheel 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Developing Characters</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Writing and Commas</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Revising Part 1</p>

<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>5W3b.</p>	<p>Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Character Description</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Writing from Experience</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Planning to Write</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Writing a Conclusion</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning Wheel 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Planning Wheel 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Developing Characters</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Writing and Commas</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Revising Part 1</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>5W3c.</p>	<p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Transition</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>Who is Stronger?</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Let's Take Five</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Where I Live</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>3 Points</p>
<p><b>EXPECTATION / CONTENT SPECIFICATION</b></p>	<p>5W3d.</p>	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul>

		<p>Sensory Images</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Character Description</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Let's Take Five</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Where I Live</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>3 Points</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Revising the End</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5W.</b>	<b>5th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5W5.</b>	<p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 22</li> </ul> <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>Purpose and Proof</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Facts and Opinions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Main Ideas &amp; Important Facts</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 06 Analyzing a Peer's Work</li> <li>• Unit 6: Day 07 Glows &amp; Grows</li> <li>• Unit 6: Day 08 Introducing the Rubric</li> </ul>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5L.</b>	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3→5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L1.4.</b>	<p>Explain the function of conjunctions, prepositions, and interjections in general, as well as in particular sentences.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05 Sentence Fluency</li> <li>• Unit 2: Day 01 Vary Sentences Part 1</li> <li>• Unit 2: Day 02 Vary Sentences Part 2</li> <li>• Unit 2: Day 03 Sensory Images</li> <li>• Unit 2: Day 09 Writing from Experience</li> <li>• Unit 2: Day 15 Editing</li> <li>• Unit 3a: Day 09 Using Commas</li> <li>• Unit 3a: Day 11 Revising Part 2</li> <li>• Unit 3a: Day 12 Editing</li> <li>• Unit 3b: Day 06 Carly's Formal Writing Assessment</li> <li>• Unit 3b: Day 10 Editing</li> <li>• Unit 4: Day 06 Kyle's Formal Writing Assessment</li> <li>• Unit 4: Day 11 Editing</li> <li>• Unit 5: Day 04 What's the Plan?</li> <li>• Unit 6: Day 15 Editing</li> </ul>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L1.8.</b>	<p>Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 Conventions</li> <li>• Unit 2: Day 15 Editing</li> <li>• Unit 3a: Day 09 Using Commas</li> <li>• Unit 3a: Day 12 Editing</li> <li>• Unit 3b: Day 06 Carly's Formal Writing Assessment</li> <li>• Unit 3b: Day 10 Editing</li> <li>• Unit 4: Day 11</li> </ul>

		<p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing</p>
EXPECTATION / CONTENT SPECIFICATION	5L1.10.	<p>Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p>
EXPECTATION / CONTENT SPECIFICATION	5L1.11.	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Using Commas</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing</p>
EXPECTATION / CONTENT SPECIFICATION	5L1.12.	<p>Recognize and correct inappropriate shifts in verb tense.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Using Commas</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 12 Formal Writing - Part 1</li> <li>• Unit 6: Day 13 Formal Writing - Part 2</li> <li>• Unit 6: Day 15 Editing</li> </ul>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5L.</b>	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5L2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.6.</b>	<p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02 Vary Sentences Part 2</li> <li>• Unit 2: Day 05 Transition</li> <li>• Unit 3a: Day 09 Using Commas</li> <li>• Unit 5: Day 04 What's the Plan?</li> <li>• Unit 5: Day 06 Writing and Commas</li> </ul>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.7.</b>	<p>Use punctuation to separate items in a series.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 Conventions</li> <li>• Unit 2: Day 15 Editing</li> <li>• Unit 3b: Day 06 Carly's Formal Writing Assessment</li> <li>• Unit 3b: Day 10 Editing</li> <li>• Unit 4: Day 11 Editing</li> <li>• Unit 5: Day 04 What's the Plan?</li> <li>• Unit 5: Day 06 Writing and Commas</li> <li>• Unit 6: Day 15 Editing</li> </ul>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.9.</b>	<p>Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07 Conventions</li> <li>• Unit 2: Day 15 Editing</li> <li>• Unit 3a: Day 12 Editing</li> <li>• Unit 3b: Day 06 Carly's Formal Writing Assessment</li> <li>• Unit 3b: Day 10 Editing</li> <li>• Unit 4: Day 11 Editing</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>What's the Plan?</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <b>Editing</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.10.</b>	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>Conventions</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <b>Carly's Formal Writing Assessment</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>What's the Plan?</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <b>Editing</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.11.</b>	<p>Use quotation marks or italics to indicate titles of works.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <b>Writing a Real Narrative</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <b>What's the Plan?</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <b>Editing</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5L.</b>	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5L3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L3a.</b>	<p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <b>Sentence Fluency</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>Using Commas</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>Revising Part 1</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul>

		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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5L.</b>	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5L4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5L4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  <u>WritingCity</u> • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5L.</b>	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5L5a.	Interpret figurative language, including similes and metaphors, in context.  <u>WritingCity</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5L5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.  <u>WritingCity</u>



		<ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <b>Revising Part 2</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5L5c.	<p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <b>Revising Part 1</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5L.	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5L6.	<p>Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>Explanatory Writing</b>