## Main Criteria: North Dakota Academic Content Standards

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

**Correlation Options:** Show Correlated

## North Dakota Academic Content Standards Language Arts

Grade: K - Adopted: 2017

CONTENT STANDARD	ND.K.W	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	K.W.1.	Write opinion pieces using a combination of drawing and writing.
INDICATOR	K.W.1.b.	State an opinion or preference about the topic or book (e.g., My favorite book is).  WritingCity Unit 4: Day 01 Reasons to Write Unit 4: Day 02 That's Your Opinion Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part IV Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist
CONTENT STANDARD	ND.K.W	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	K.W.2.	Write informative/explanatory texts using a combination of drawing and writing.
INDICATOR	K.W.2.b.	Supply some information about the topic.  WritingCity  • Unit 3b: Day 01 Reasons to Write  • Unit 3b: Day 06 Sentence Types  • Unit 3b: Day 07 More Sentences  • Unit 3b: Day 08 Even More Sentences  • Unit 3b: Day 09 Formal Writing Assessment
CONTENT STANDARD	ND.K.W	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	K.W.3.	Write narratives using a combination of drawing, and writing.

INDICATOR	K.W.3.b.	Tell about the events in the order in which they occurred.
INDIOATOR	11.11.3.0.	Ton about the events in the order in which they occurred.
		WritingCity
		• Unit 1: Day 06
		Transitional Writer
		• Unit 2a: Day 01
		Picture Planning • Unit 2a: Day 02
		Draw and Write
		• Unit 2a: Day 03
		Draw and Write Part 2
		• Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		Draw and Write Part 4
		Unit 2a: Day 06     Draw and Write Part 5
		• Unit 2a: Day 07
		Draw and Write Part 6
		• Unit 2a: Day 08
		Glows and Grows
		• Unit 2a: Day 09
		Find the Glows and Grows
		• Unit 2a: Day 10
		Let's Write
		• Unit 2b: Day 01 Writing on Your Own
		• Unit 2b: Day 02
		Sharing Your Writing
		• Unit 2b: Day 03
		Keep On Writing
		• Unit 2b: Day 04
		Write On!
		• Unit 2b: Day 05
		Just Keep Writing
		• Unit 2b: Day 06 Write? Right!
		• Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		Unit 3a: Day 02     High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write  • Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 5: Day 01
	]	Poems, Poems

		Unit 5: Day 02 More, More, More     Unit 5: Day 04 Write a Rhyme     Unit 5: Day 05 Color Words Rhymes
CONTENT STANDARD	ND.K.W	Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
GRADE LEVEL	K.W.6.	With guidance and support from adults, explore a variety of digital
EXPECTATION		tools to produce and publish writing, including collaboration with peers.  WritingCity  Unit 6: Day 10 Scoring Research
CONTENT STANDARD	ND.K.W	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and record information learned).  WritingCity  • Unit 6: Day 01  Become a Researcher  • Unit 6: Day 02  Continue Researching  • Unit 6: Day 05  Thinking About Topics  • Unit 6: Day 06  More Topics  • Unit 6: Day 09  The Checklist

GRADE LEVEL EXPECTATION	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
CONTENT STANDARD	ND.K.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	K.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	K.L.1.c.	Produce complete sentences in shared language activities.  WritingCity Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 6: Day 03 Revising Unit 6: Day 04 More Revising Unit 6: Day 06 More Topics Unit 6: Day 07 Even More Revising Unit 6: Day 08 Another Revising Day Unit 6: Day 08 Scoring Research
INDICATOR	K.L.1.e.	Use regular plural nouns orally by adding /s/ or /es/.  WritingCity Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words Unit 3a: Day 03 More High Frequency Words Unit 3a: Day 04 Even More High Frequency Words Unit 3a: Day 05 High Frequency Word Masters Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10

		The Checklist  • Unit 3b: Day 03 Write Informatively  • Unit 3b: Day 04 More Information  • Unit 3b: Day 05 Inform Again  • Unit 3b: Day 06 Sentence Types  • Unit 3b: Day 07 More Sentences  • Unit 3b: Day 08 Even More Sentences  • Unit 3b: Day 09 Formal Writing Assessment  • Unit 5: Day 05 Color Words Rhymes
INDICATOR	K.L.1.i.	WritingCity  • Unit 3a: Day 01 Word Wall  • Unit 3a: Day 02 High Frequency Words  • Unit 3a: Day 03 More High Frequency Words  • Unit 3a: Day 04 Even More High Frequency Words  • Unit 3a: Day 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
CONTENT STANDARD	ND.K.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	K.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	K.L.2.a.	Recognize and name end punctuation.  WritingCity Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 01 Reasons to Write Unit 3b: Day 02 Informative Writing Unit 3b: Day 03

• Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes • Unit 6: Day 06 More Topics Unit 6: Day 10 Scoring Research INDICATOR K.L.2.b. Use end punctuation for sentences. **WritingCity**  Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04

Write Informatively

More Information • Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 **Even More Sentences**  Unit 3b: Day 09 **Formal Writing Assessment**  Unit 4: Day 01 Reasons to Write Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Ópinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes Unit 6: Day 06 More Topics • Unit 6: Day 10 Scoring Research INDICATOR K.L.2.c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. WritingCity • Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 **High Frequency Word Masters**  Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 **New Writing Topics**  Unit 3a: Day 09 The Pronoun "I"

 Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research INDICATOR K.L.2.d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. WritingCity • Unit 3a: Day 01 Word Wall Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 **Even More High Frequency Words** • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 **Formal Writing Assessment** • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02

		Mara Mara Mara
		More, More • Unit 5: Day 04
		Write a Rhyme
		• Unit 6: Day 10
		Scoring Research
INDICATOR	K.L.2.e.	Use conventional spelling for high-frequency and other studied words.
		WritingCity • Unit 3a: Day 01 Word Wall
		Unit 3a: Day 02     High Frequency Words     Heid 3a: Day 02
		Unit 3a: Day 03     More High Frequency Words
		Unit 3a: Day 04     Even More High Frequency Words
		Unit 3a: Day 05     High Frequency Word Masters
		Unit 3a: Day 06     Time to Write
		Unit 3a: Day 07     Find the Words
		• Unit 3a: Day 08
		New Writing Topics • Unit 3a: Day 09
		The Pronoun "I" • Unit 3a: Day 10
		The Checklist
		Unit 3b: Day 03     Write Informatively
		• Unit 3b: Day 04
		More Information • Unit 3b: Day 05
		Inform Again
		Unit 3b: Day 06 Sentence Types
		• Unit 3b: Day 07
		More Sentences  • Unit 3b: Day 08
		Even More Sentences
		Unit 3b: Day 09     Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems • Unit 5: Day 02
		More, More, More
		Unit 5: Day 04     Write a Rhyme
		• Unit 6: Day 10
		Scoring Research
INDICATOR	K.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
		WritingCity
		• Unit 3a: Day 01
		Word Wall • Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04

		Even More High Frequency Words
		Unit 3a: Day 05     High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I" • Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		Unit 3b: Day 06 Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		Unit 5: Day 01 Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 6: Day 10
		Scoring Research
CONTENT STANDARD	ND.K.L.	Scoring Research  Language Standards
BENCHMARK		Scoring Research  Language Standards  Conventions of Standard English
	ND.K.L. K.L.2.	Scoring Research  Language Standards
BENCHMARK GRADE LEVEL		Scoring Research  Language Standards  Conventions of Standard English
BENCHMARK GRADE LEVEL EXPECTATION		Language Standards Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards Conventions of Standard English Within the context of authentic English writing and speaking  Display proficiency in: Capitalize the first word in a sentence and the pronoun I.  WritingCity • Unit 3a: Day 08
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards Conventions of Standard English Within the context of authentic English writing and speaking  Display proficiency in: Capitalize the first word in a sentence and the pronoun I.  WritingCity • Unit 3a: Day 08 New Writing Topics
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards Conventions of Standard English Within the context of authentic English writing and speaking  Display proficiency in: Capitalize the first word in a sentence and the pronoun I.  WritingCity • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Scoring Research  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Scoring Research  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Scoring Research  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information  • Unit 3b: Day 05
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information  • Unit 3b: Day 05  Inform Again  • Unit 3b: Day 06  Sentence Types
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information  • Unit 3b: Day 05  Inform Again  • Unit 3b: Day 06  Sentence Types  • Unit 3b: Day 07
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	K.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Display proficiency in:  Capitalize the first word in a sentence and the pronoun I.  WritingCity  • Unit 3a: Day 08  New Writing Topics  • Unit 3a: Day 09  The Pronoun "I"  • Unit 3a: Day 10  The Checklist  • Unit 3b: Day 01  Reasons to Write  • Unit 3b: Day 02  Informative Writing  • Unit 3b: Day 03  Write Informatively  • Unit 3b: Day 04  More Information  • Unit 3b: Day 05  Inform Again  • Unit 3b: Day 06  Sentence Types

Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites • Unit 6: Day 06 More Topics Unit 6: Day 10 Scoring Research Write a letter or letters for most consonant and short-vowel sounds INDICATOR K.L.2.h. (phonemes). WritingCity • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 **Emergent Writer** • Unit 1: Day 05 Developing Writer Unit 1: Day 06 Transitional Writer Unit 2a: Day 01 Picture Planning Unit 2a: Day 02 **Draw and Write**  Unit 2a: Day 03 Draw and Write Part 2 Unit 2a: Day 04 Draw and Write Part 3 Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06

Draw and Write Part 5

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

Unit 5: Day 03

INDICATOR	KI 2:	Poetry Book  • Unit 5: Day 04  Write a Rhyme  • Unit 5: Day 05  Color Words Rhymes  • Unit 5: Day 06  Opposites
INDICATOR	K.L.2.i.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 04 Write a Rhyme • Unit 6: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research
CONTENT STANDARD	ND.K.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  WritingCity  • Unit 5: Day 06 Opposites

## North Dakota Academic Content Standards Language Arts

Grade: 1 - Adopted: 2017

CONTENT STANDARD	ND.1.RF	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.h.	Recognize and read grade-appropriate irregularly spelled words.  WritingCity  • Unit 2a: Day 05 The Doctor's Office  • Unit 2a: Day 06 Think About Spacing  • Unit 2a: Day 07 Including Characters  • Unit 2a: Day 08 Picture, Plan and Write  • Unit 2a: Day 12 Recounting Events  • Unit 2a: Day 14 Score with a Rubric  • Unit 2b: Day 03 Thinking about Spelling  • Unit 2b: Day 04 Remembering End Punctuation  • Unit 2b: Day 05 Fluffy the Cat  • Unit 2b: Day 06 Nouns  • Unit 2b: Day 07 Glows and Grows  • Unit 2b: Day 14 Remembering the Focus Skills  • Unit 5: Day 07 Editing  • Unit 5: Day 08 The Editing Checklist  • Unit 5: Day 09 Peer Editing
		Unit 5: Day 12 Using the Checklist     Unit 6: Day 10 Editing Checklist
CONTENT STANDARD	ND.1.W	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.W.1.	Write opinion pieces.
INDICATOR	1.W.1.b.	State an opinion.
		WritingCity  • Unit 4: Day 01 Opinions  • Unit 4: Day 02 Prepositions  • Unit 4: Day 03 Stating your Opinion  • Unit 4: Day 04 Using Prepositions  • Unit 4: Day 05 Adjectives

		Unit 4: Day 06 Reviewing the Focus Skills Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 09 Writing with Prepositions Unit 4: Day 10 The Best Thing to Do With a Friend Unit 4: Day 11 Assessment Writing Unit 4: Day 12 Revising the Assessment Writing
CONTENT STANDARD	ND.1.W	Writing Standards
GRADE LEVEL EXPECTATION	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  WritingCity Unit 2b: Day 10 Revising Unit 2b: Day 11 Applying the Focus Skills Unit 2b: Day 12 Revising with a Peer Unit 2b: Day 13 Revising Questions Unit 2b: Day 15 Writing Assessment Unit 3: Day 15 Revising Unit 4: Day 07 Adding Details Unit 4: Day 08 Revising with a Peer Unit 4: Day 08 Revising with a Peer Unit 5: Day 03 Revising he Assessment Writing Unit 5: Day 03 Revising the Assessment Writing Unit 5: Day 01 Revising the Assessment Writing Unit 5: Day 03 Revising a Peer's 4 W Piece Unit 5: Day 05 The Candy House Unit 5: Day 09 Answering the Revising Question Unit 6: Day 10 Editing Checklist
GRADE LEVEL EXPECTATION	1.W.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.  WritingCity  • Unit 6: Day 10 Editing Checklist
CONTENT STANDARD	ND.1.W	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CONTENT STANDARD	ND.1.L.	WritingCity  • Unit 6: Day 03 What Will You Need?  • Unit 6: Day 04 Verb Tenses  • Unit 6: Day 05 Glows and Grows  • Unit 6: Day 06 Review Focus Skills  • Unit 6: Day 07 Assessment Writing  • Unit 6: Day 08 Finishing the Assessment
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	1.L.1.g.	Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).  WritingCity
		• Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
INDICATOR	1.L.1.h.	Use personal, possessive, and indefinite pronouns.  WritingCity Unit 3: Day 07 Introductory Sentence Unit 3: Day 08 Past Tense Verbs Unit 3: Day 10 Pronouns Unit 3: Day 11 Sarah Went to the Museum

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		• Unit 3: Day 12
		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment • Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 05
		Adjectives
		• Unit 4: Day 06
		Reviewing the Focus Skills
		• Unit 4: Day 11
		Assessment Writing
INDICATOR	1.L.1.i.	Use adjectives depending on what is to be modified.
		WritingCity
		• Unit 4: Day 05
		Adjectives
		• Unit 4: Day 06
		Reviewing the Focus Skills
		• Unit 4: Day 07
		Adding Details
		• Unit 4: Day 08
		Revising with a Peer
		• Unit 4: Day 11
		Assessment Writing
		• Unit 4: Day 12
		Revising the Assessment Writing
		• Unit 6: Day 03
		What Will You Need?
		• Unit 6: Day 05
		Glows and Grows
		• Unit 6: Day 07
		Assessment Writing
		Unit 6: Day 08     Finishing the Assessment
CONTENT STANDARD	ND.1.L.	Unit 6: Day 08     Finishing the Assessment
CONTENT STANDARD BENCHMARK	ND.1.L.	Unit 6: Day 08     Finishing the Assessment  Language Standards
BENCHMARK		Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English
BENCHMARK GRADE LEVEL	ND.1.L. 1.L.1.	Unit 6: Day 08     Finishing the Assessment  Language Standards
BENCHMARK GRADE LEVEL EXPECTATION		Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:
BENCHMARK GRADE LEVEL EXPECTATION		Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      Unit 2b: Day 06
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      Unit 2b: Day 06 Nouns
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06 Nouns      • Unit 2b: Day 07
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity  • Unit 2b: Day 06  Nouns  • Unit 2b: Day 07  Glows and Grows
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity  • Unit 2b: Day 06  Nouns  • Unit 2b: Day 07  Glows and Grows  • Unit 2b: Day 08
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns      • Unit 2b: Day 07  Glows and Grows      • Unit 2b: Day 08  Temporal Words
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns      • Unit 2b: Day 07  Glows and Grows      • Unit 2b: Day 08  Temporal Words      • Unit 2b: Day 09
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns      • Unit 2b: Day 07  Glows and Grows      • Unit 2b: Day 08  Temporal Words      • Unit 2b: Day 09  First, Second, Third
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns      • Unit 2b: Day 07  Glows and Grows      • Unit 2b: Day 08  Temporal Words      • Unit 2b: Day 09  First, Second, Third      • Unit 2b: Day 11
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns     • Unit 2b: Day 07  Glows and Grows     • Unit 2b: Day 08  Temporal Words     • Unit 2b: Day 09  First, Second, Third     • Unit 2b: Day 11  Applying the Focus Skills
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns      • Unit 2b: Day 07  Glows and Grows      • Unit 2b: Day 08  Temporal Words      • Unit 2b: Day 09  First, Second, Third      • Unit 2b: Day 11
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns     • Unit 2b: Day 07  Glows and Grows     • Unit 2b: Day 08  Temporal Words     • Unit 2b: Day 09  First, Second, Third     • Unit 2b: Day 11  Applying the Focus Skills     • Unit 2b: Day 12
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08     Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06  Nouns     • Unit 2b: Day 07  Glows and Grows     • Unit 2b: Day 08  Temporal Words     • Unit 2b: Day 09  First, Second, Third     • Unit 2b: Day 11  Applying the Focus Skills     • Unit 2b: Day 12  Revising with a Peer
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08 Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity     • Unit 2b: Day 06 Nouns     • Unit 2b: Day 07 Glows and Grows     • Unit 2b: Day 08 Temporal Words     • Unit 2b: Day 09 First, Second, Third     • Unit 2b: Day 11 Applying the Focus Skills     • Unit 2b: Day 12 Revising with a Peer     • Unit 2b: Day 13 Revising Questions     • Unit 2b: Day 14
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08 Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity      • Unit 2b: Day 06 Nouns      • Unit 2b: Day 07 Glows and Grows      • Unit 2b: Day 08 Temporal Words      • Unit 2b: Day 09 First, Second, Third      • Unit 2b: Day 11 Applying the Focus Skills      • Unit 2b: Day 12 Revising with a Peer      • Unit 2b: Day 13 Revising Questions      • Unit 2b: Day 14 Remembering the Focus Skills
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08 Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity     • Unit 2b: Day 06 Nouns     • Unit 2b: Day 07 Glows and Grows     • Unit 2b: Day 08 Temporal Words     • Unit 2b: Day 09 First, Second, Third     • Unit 2b: Day 11 Applying the Focus Skills     • Unit 2b: Day 12 Revising with a Peer     • Unit 2b: Day 13 Revising Questions     • Unit 2b: Day 14 Remembering the Focus Skills     • Unit 3: Day 03
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08 Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity  • Unit 2b: Day 06  Nouns  • Unit 2b: Day 07  Glows and Grows  • Unit 2b: Day 08  Temporal Words  • Unit 2b: Day 09  First, Second, Third  • Unit 2b: Day 11  Applying the Focus Skills  • Unit 2b: Day 12  Revising with a Peer  • Unit 2b: Day 13  Revising Questions  • Unit 2b: Day 14  Remembering the Focus Skills  • Unit 3: Day 03  Nouns
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08 Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity     • Unit 2b: Day 06 Nouns     • Unit 2b: Day 07 Glows and Grows     • Unit 2b: Day 08 Temporal Words     • Unit 2b: Day 09 First, Second, Third     • Unit 2b: Day 11 Applying the Focus Skills     • Unit 2b: Day 12 Revising with a Peer     • Unit 2b: Day 13 Revising Questions     • Unit 2b: Day 14 Remembering the Focus Skills     • Unit 3: Day 03 Nouns     • Unit 3: Day 04
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	1.L.1.	• Unit 6: Day 08 Finishing the Assessment  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Common and proper nouns.  WritingCity  • Unit 2b: Day 06  Nouns  • Unit 2b: Day 07  Glows and Grows  • Unit 2b: Day 08  Temporal Words  • Unit 2b: Day 09  First, Second, Third  • Unit 2b: Day 11  Applying the Focus Skills  • Unit 2b: Day 12  Revising with a Peer  • Unit 2b: Day 13  Revising Questions  • Unit 2b: Day 14  Remembering the Focus Skills  • Unit 3: Day 03  Nouns

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		Unit 3: Day 05 Planning for Informative Writing Unit 3: Day 06 Writing to Inform Unit 3: Day 12 Adding a Conclusion Unit 3: Day 13 Planning the Writing Assessment Unit 3: Day 14 Informative/Explanatory Writing Unit 6: Day 01 "How To" Unit 6: Day 02 The "How To" Plan Unit 6: Day 03 What Will You Need?
INDICATOR	1.L.1.o.	
INDICATOR	1.E. 1.O.	WritingCity  • Unit 4: Day 05 Adjectives  • Unit 4: Day 06 Reviewing the Focus Skills  • Unit 4: Day 07 Adding Details  • Unit 4: Day 08 Revising with a Peer  • Unit 4: Day 11 Assessment Writing  • Unit 4: Day 12 Revising the Assessment Writing  • Unit 6: Day 03 What Will You Need?  • Unit 6: Day 05 Glows and Grows  • Unit 6: Day 07 Assessment Writing  • Unit 6: Day 08 Finishing the Assessment
INDICATOR	1.L.1.p.	Use articles  WritingCity  • Unit 6: Day 02 The "How To" Plan  • Unit 6: Day 03 What Will You Need?
CONTENT STANDARD	ND.1.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	1.L.1.r.	Use frequently occurring conjunctions (and, or, but).  WritingCity  Unit 3: Day 12  Adding a Conclusion Unit 3: Day 13  Planning the Writing Assessment Unit 3: Day 14  Informative/Explanatory Writing Unit 4: Day 06  Reviewing the Focus Skills

		• Unit 4: Day 11
		Assessment Writing
INDICATOR	1.L.1.s.	Use prepositions.
		WritingCity  • Unit 4: Day 02 Prepositions  • Unit 4: Day 03 Stating your Opinion  • Unit 4: Day 04 Using Prepositions  • Unit 4: Day 09 Writing with Prepositions  • Unit 4: Day 10 The Best Thing to Do With a Friend  • Unit 4: Day 11 Assessment Writing
CONTENT STANDARD	ND.1.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	1.L.2.a.	Capitalize dates and names of people.
		WritingCity Unit 2a: Day 03 Topics and Planning Unit 2a: Day 07 Including Characters Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 09 Exclamation! Unit 2a: Day 10 Questions? Unit 2a: Day 11 Voice Through Humor Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 14 Remembering the Focus Skills Unit 3: Day 03 Nouns Unit 3: Day 04 What is a Fact? Unit 3: Day 06 Writing to Informative Writing Unit 3: Day 07 Introductory Sentence Unit 3: Day 08 Past Tense Verbs Unit 3: Day 09 Concluding Statement Unit 3: Day 14 Informative/Explanatory Writing

		• Unit 5: Day 01
		4 Ws • Unit 5: Day 02
		Planning with 4 Ws
		• Unit 5: Day 05
		The Candy House
		• Unit 5: Day 07
		Editing
		• Unit 5: Day 08
		The Editing Checklist
		• Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 02
		The "How To" Plan
INDICATOR	1.L.2.b.	Use commas in dates and to separate single words in a series.
		WritingCity
		• Unit 3: Day 09
		Concluding Statement
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
		• Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment
INDICATOR	1.L.2.e.	Use an apostrophe to form contractions and frequently occurring possessives.
		possossii (3)
		WritingCity
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08
		Temporal Words
		• Unit 2b: Day 09
		First, Second, Third
		• Unit 2b: Day 11
		Applying the Focus Skills
		• Unit 2b: Day 12
		Revising with a Peer
		• Unit 2b: Day 13
		Revising Questions
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 3: Day 03
		Nouns
		• Unit 3: Day 04
	H.	What is a Fact?
		a Unit 2: Day 05
		• Unit 3: Day 05
		Planning for Informative Writing
		Planning for Informative Writing • Unit 3: Day 06
		Planning for Informative Writing

		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 6: Day 01
		"How To"
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
INDICATOR	1.L.2.f.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
		WritingCity
		• Unit 1: Day 01
		Learn More About Writing
		• Unit 1: Day 02
		We Are Writers
		• Unit 1: Day 03
		Sound Card Bingo
		• Unit 1: Day 04
		Transitional Writer
		• Unit 1: Day 05
		People and Events
		• Unit 1: Day 06
		Things and Places
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook
		• Unit 2a: Day 05
		The Doctor's Office
		• Unit 2a: Day 06
		Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write
		• Unit 2a: Day 12
		Recounting Events
		• Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling
		• Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 5: Day 07
		Editing
		• Unit 5: Day 08
		The Editing Checklist
		• Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
I .		Osing the Oneckist

		• Unit 6: Day 10
INDICATOR		
INDICATOR	1.L.2.h.	• Unit 6: Day 10 Editing Checklist  Form and use possessives.  WritingCity • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 03 Nouns • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 01
		"How To" • Unit 6: Day 02
		The "How To" Plan
		Unit 6: Day 03     What Will You Need?
INDICATOR	1.L.2.j.	Use punctuation to separate items in a series.
		WritingCity  • Unit 3: Day 09 Concluding Statement  • Unit 3: Day 13 Planning the Writing Assessment  • Unit 3: Day 14 Informative/Explanatory Writing  • Unit 6: Day 02 The "How To" Plan  • Unit 6: Day 03 What Will You Need?  • Unit 6: Day 04 Verb Tenses  • Unit 6: Day 07 Assessment Writing  • Unit 6: Day 08 Finishing the Assessment
CONTENT STANDARD	ND.1.L.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	1.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	1.L.2.k.	Use end punctuation for sentences.  WritingCity  • Unit 2a: Day 08 Picture, Plan and Write  • Unit 2a: Day 09 Exclamation!  • Unit 2a: Day 10 Questions?  • Unit 2a: Day 11 Voice Through Humor  • Unit 2a: Day 14 Score with a Rubric  • Unit 2b: Day 03 Thinking about Spelling  • Unit 2b: Day 04 Remembering End Punctuation  • Unit 2b: Day 05 Fluffy the Cat  • Unit 2b: Day 14 Remembering the Focus Skills  • Unit 4: Day 02 Prepositions  • Unit 4: Day 03 Stating your Opinion  • Unit 4: Day 04 Using Prepositions  • Unit 4: Day 09 Writing with Prepositions  • Unit 4: Day 11 Assessment Writing  • Unit 5: Day 07 Editing  • Unit 5: Day 07 Editing  • Unit 5: Day 08 The Editing Checklist  • Unit 5: Day 12 Using the Checklist  • Unit 6: Day 10 Editing Checklist  • Unit 6: Day 10 Editing Checklist
INDICATOR	1.L.2.I.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  WritingCity  • Unit 1: Day 01 Learn More About Writing  • Unit 1: Day 02 We Are Writers  • Unit 1: Day 03 Sound Card Bingo  • Unit 1: Day 04 Transitional Writer  • Unit 1: Day 05 People and Events  • Unit 1: Day 06 Things and Places

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

Including Characters • Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 **Editing Checklist** INDICATOR 1.L.2.n. Use conventional spelling for high-frequency and other studied words. WritingCity • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14

Score with a Rubric

		Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist
INDICATOR	1.L.2.o.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)  WritingCity  • Unit 1: Day 01  Learn More About Writing  • Unit 1: Day 02  We Are Writers  • Unit 1: Day 03  Sound Card Bingo  • Unit 1: Day 04  Transitional Writer  • Unit 1: Day 05  People and Events  • Unit 1: Day 06  Things and Places  • Unit 2a: Day 03  Topics and Planning  • Unit 2a: Day 04  The Hook  • Unit 2a: Day 05  The Doctor's Office  • Unit 2a: Day 06  Think About Spacing  • Unit 2a: Day 07  Including Characters  • Unit 2a: Day 08  Picture, Plan and Write  • Unit 2a: Day 12  Recounting Events  • Unit 2a: Day 13  The Checklist  • Unit 2a: Day 14  Score with a Rubric  • Unit 2b: Day 04  Thinking about Spelling  • Unit 2b: Day 04  Remembering End Punctuation  • Unit 2b: Day 05  Fluffy the Cat  • Unit 2b: Day 06

		Nouns  • Unit 2b: Day 07  Glows and Grows  • Unit 2b: Day 14  Remembering the Focus Skills  • Unit 5: Day 07  Editing  • Unit 5: Day 08  The Editing Checklist
		Unit 5: Day 09 Peer Editing     Unit 5: Day 12 Using the Checklist     Unit 6: Day 10 Editing Checklist
CONTENT STANDARD	ND.1.L.	Language Standards
BENCHMARK	ND. I.L.	Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	1.L.2.p.	Recognize and name end punctuation.
		WritingCity  • Unit 2a: Day 08 Picture, Plan and Write  • Unit 2a: Day 09 Exclamation!  • Unit 2a: Day 10 Questions?  • Unit 2a: Day 11 Voice Through Humor  • Unit 2a: Day 14 Score with a Rubric  • Unit 2b: Day 03 Thinking about Spelling  • Unit 2b: Day 04 Remembering End Punctuation  • Unit 2b: Day 05 Fluffy the Cat  • Unit 2b: Day 14 Remembering the Focus Skills  • Unit 4: Day 02 Prepositions  • Unit 4: Day 03 Stating your Opinion  • Unit 4: Day 04 Using Prepositions  • Unit 4: Day 09 Writing with Prepositions  • Unit 4: Day 10 The Best Thing to Do With a Friend  • Unit 4: Day 11 Assessment Writing  • Unit 5: Day 05 The Candy House  • Unit 5: Day 07 Editing  • Unit 5: Day 08 The Editing Checklist  • Unit 5: Day 09 Peer Editing  • Unit 5: Day 09 Peer Editing  • Unit 5: Day 12 Using the Checklist

		Unit 6: Day 10     Editing Checklist
CONTENT STANDARD	ND.1.L.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).  WritingCity Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places
CONTENT STANDARD	ND.1.L.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	1.L.6.	Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing

## North Dakota Academic Content Standards Language Arts

Grade: 2 - Adopted: 2017

CONTENT STANDARD	ND.2.W	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	2.W.3.	Write narratives.
INDICATOR	2.W.3.a.	Recount a well-elaborated event or short sequence of events.  WritingCity Unit 1: Day 02 Traits: Ideas Unit 1: Day 03 Traits: Organization Unit 1: Day 04 Traits: Voice Unit 1: Day 06 Traits: Word Choice Unit 2: Day 01 Narrative Writing: BME Unit 2: Day 02 Narrative Writing: Past Tense Verbs Unit 2: Day 03 Narrative Writing: Review Focus Skills Unit 2: Day 05 Narrative Writing: Revising by Adding Details

		Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 Unit 5: Day 01 Planning with a Story Strip Day 1 Unit 5: Day 02 Planning with a Story Strip Day 2 Unit 5: Day 03 Writing in the Past Tense Day 1 Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 05 Adjectives Unit 5: Day 06 Possessive and Plural Nouns Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 10 Formal Writing Assessment: Revising Unit 5: Day 12 Using Temporal Words
CONTENT STANDARD	ND.2.W	Writing Standards
BENCHMARK	N.S. T.	Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	2.W.6.	Use a variety of digital tools to produce and publish writing, including collaboration with peers.  WritingCity  • Unit 4: Day 06  Publishing  • Unit 4: Day 14  Formal Writing Assessment: Publishing  • Unit 5: Day 13  Formal Writing Assessment: Scoring with a Rubric  • Unit 6: Day 12  Formal Writing Assessment: Publishing
CONTENT STANDARD		
OUTILIT OTANDARD	ND.2.W	Writing Standards
BENCHMARK	ND.2.W	Writing Standards Research to Build and Present Knowledge

	1	
		• Unit 6: Day 07
	<u> </u>	4 Paragraph Planning SheetPart 2
GRADE LEVEL EXPECTATION	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
		WritingCity • Unit 3b: Day 02
		Defining Nouns
		Unit 3b: Day 03     Defining Nouns Part 2
		• Unit 3b: Day 06
		Practicing Planning a 2 Paragraph Piece
		• Unit 3b: Day 07
		Practicing with Short and Long Sentences
		• Unit 3b: Day 09
		Planning
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2  • Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		Unit 6: Day 01
		Writing Definitions
		• Unit 6: Day 02
		Collective Nouns
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 05
		Research Resources  • Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
CONTENT STANDARD	ND.2.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	2.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	0.1.4	
INDICATOR	2.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 08
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 08  Write Informative Text Part 1
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 08
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 08  Write Informative Text Part 1  • Unit 3a: Day 09  Write Informative Text Part 2  • Unit 3a: Day 12
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 08  Write Informative Text Part 1  • Unit 3a: Day 09  Write Informative Text Part 2  • Unit 3a: Day 12  Formal Writing Assessment
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 05  Traits: Sentence Fluency  • Unit 2: Day 04  Narrative Writing: Revising for Sentence Fluency  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 08  Write Informative Text Part 1  • Unit 3a: Day 09  Write Informative Text Part 2  • Unit 3a: Day 12  Formal Writing Assessment  • Unit 3b: Day 05
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13 Formal Writing Assessment - Part 1
INDICATOR	2.L.1.a.	inappropriate fragments and run-ons.  WritingCity Unit 1: Day 05 Traits: Sentence Fluency Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 3b: Day 05 Varying Sentences Unit 3b: Day 07 Practicing with Short and Long Sentences Unit 3b: Day 13

	П	U ((a) D (45
		Unit 3b: Day 15     Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.b.	Use collective nouns.
		WritingCity  • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet  • Unit 6: Day 02 Collective Nouns  • Unit 6: Day 08 Formal Writing Assessment Part 1  • Unit 6: Day 09 Formal Writing Assessment Part 2  • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.e.	Form and use the past tense of frequently occurring irregular verbs.
		WritingCity  • Unit 2: Day 02 Narrative Writing: Past Tense Verbs  • Unit 2: Day 03 Narrative Writing: Review Focus Skills  • Unit 2: Day 05 Narrative Writing: Revising by Adding Details  • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt  • Unit 5: Day 02 Planning with a Story Strip Day 2  • Unit 5: Day 03 Writing in the Past Tense Day 1  • Unit 5: Day 09 Formal Writing Assessment: Planning  • Unit 5: Day 10 Formal Writing Assessment
INDICATOR	2.L.1.h.	Use reflexive pronouns (e.g., myself, ourselves).
		WritingCity  • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.i.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.  WritingCity  • Unit 1: Day 04  Traits: Voice  • Unit 2: Day 07  Narrative Writing: Adjectives and Adverbs  • Unit 3a: Day 05

		Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 09
		Write Informative Text Part 2  • Unit 3a: Day 12
		Formal Writing Assessment • Unit 5: Day 05
		Adjectives • Unit 5: Day 06
		Possessive and Plural Nouns  • Unit 5: Day 07
		Revising to Add Adjectives and Details
		Unit 5: Day 09     Formal Writing Assessment: Planning     Unit 5: Day 10
		Formal Writing Assessment
		Unit 6: Day 03     Adjectives
		Unit 6: Day 04     Alliteration with Adjectives & Adverbs
		Unit 6: Day 08     Formal Writing Assessment Part 1
		Unit 6: Day 09     Formal Writing Assessment Part 2
		Unit 6: Day 10     Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.j.	Use adverbs depending on what is to be modified.
		WritingCity • Unit 1: Day 04
		Traits: Voice • Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs  • Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs  • Unit 3a: Day 06
		Revising Checklist
		Unit 3a: Day 09     Write Informative Text Part 2
		Unit 3a: Day 12     Formal Writing Assessment
		• Unit 5: Day 05
		Adjectives • Unit 5: Day 06
		Possessive and Plural Nouns  • Unit 5: Day 07
		Revising to Add Adjectives and Details  • Unit 5: Day 09
		Formal Writing Assessment: Planning • Unit 5: Day 10
		Formal Writing Assessment
		Unit 6: Day 03     Adjectives
		Unit 6: Day 04     Alliteration with Adjectives & Adverbs
		Unit 6: Day 08     Formal Writing Assessment Part 1
		Unit 6: Day 09     Formal Writing Assessment Part 2
		Unit 6: Day 10     Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.k.	Form and use comparative and superlative adverbs and choose
		between them depending on what is to be modified.

	III	II .
		WritingCity  Unit 1: Day 04 Traits: Voice Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 09 Write Informative Text Part 2 Unit 3a: Day 12 Formal Writing Assessment Unit 5: Day 05 Adjectives Unit 5: Day 06 Possessive and Plural Nouns Unit 5: Day 07 Revising to Add Adjectives and Details Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 10 Formal Writing Assessment Unit 6: Day 03 Adjectives Unit 6: Day 04 Alliteration with Adjectives & Adverbs Unit 6: Day 08 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 2 Unit 6: Day 10
	ND 01	Formal Writing Assessment: Revising and Editing
CONTENT STANDARD	ND.2.L.	Language Standards
BENCHMARK		Language Standards Conventions of Standard English
	ND.2.L. 2.L.1.	Language Standards
BENCHMARK GRADE LEVEL		Language Standards Conventions of Standard English
BENCHMARK  GRADE LEVEL  EXPECTATION  INDICATOR  INDICATOR	2.L.1. 2.L.1.r.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Form and use regular and irregular plural nouns.  WritingCity  • Unit 3a: Day 02  Plural Nouns  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 12  Formal Writing Assessment  • Unit 3b: Day 02  Defining Nouns  • Unit 5: Day 04  Writing in the Past Tense and Using Plural Nouns  • Unit 5: Day 09  Formal Writing Assessment: Planning  • Unit 5: Day 10  Formal Writing Assessment  • Unit 6: Day 02  Collective Nouns
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR  CONTENT STANDARD	2.L.1.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Form and use regular and irregular plural nouns.  WritingCity • Unit 3a: Day 02  Plural Nouns • Unit 3a: Day 07  Glows and Grows • Unit 3a: Day 12  Formal Writing Assessment • Unit 3b: Day 02  Defining Nouns • Unit 5: Day 04  Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09  Formal Writing Assessment: Planning • Unit 5: Day 10  Formal Writing Assessment • Unit 6: Day 02  Collective Nouns
BENCHMARK  GRADE LEVEL  EXPECTATION  INDICATOR  INDICATOR	2.L.1. 2.L.1.r.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Form and use regular and irregular plural nouns.  WritingCity  • Unit 3a: Day 02  Plural Nouns  • Unit 3a: Day 07  Glows and Grows  • Unit 3a: Day 12  Formal Writing Assessment  • Unit 3b: Day 02  Defining Nouns  • Unit 5: Day 04  Writing in the Past Tense and Using Plural Nouns  • Unit 5: Day 09  Formal Writing Assessment: Planning  • Unit 5: Day 10  Formal Writing Assessment  • Unit 6: Day 02  Collective Nouns

INDICATOR		Demonstrate proficiency in:
INDICATOR	2.L.1.u.	Produce complete sentences in shared language activities.
		WritingCity
		• Unit 1: Day 05
		Traits: Sentence Fluency
		• Unit 2: Day 04
		Narrative Writing: Revising for Sentence Fluency
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 08
		Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3b: Day 05
		Varying Sentences
		Unit 3b: Day 07     Practicing with Short and Long Sentences
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.aa.	Use frequently occurring adjectives.
		WritingCity
		• Unit 1: Day 04
		Traits: Voice
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 5: Day 05
		Adjectives
		• Unit 5: Day 06
		Possessive and Plural Nouns
		• Unit 5: Day 07
		Revising to Add Adjectives and Details  • Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 04
		Alliteration with Adjectives & Adverbs
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
		• Unit 6: Day 10
	II.	Formal Writing Assessment: Revising and Editing
INDICATOR	2.L.1.cc.	Use adjectives depending on what is to be modified.

		• Unit 1: Day 04
		Traits: Voice
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs  • Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 5: Day 05
		Adjectives
		• Unit 5: Day 06
		Possessive and Plural Nouns
		Unit 5: Day 07     Revising to Add Adjectives and Details
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 04
		Alliteration with Adjectives & Adverbs
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2  • Unit 6: Day 10
		Formal Writing Assessment: Revising and Editing
		i official writing Accessment. Novioning and Earting
CONTENT STANDARD	ND 2 I	Languago Standardo
CONTENT STANDARD	ND.2.L.	Language Standards
BENCHMARK		Conventions of Standard English
BENCHMARK GRADE LEVEL	ND.2.L. 2.L.2.	
BENCHMARK GRADE LEVEL EXPECTATION		Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English Within the context of authentic English writing and speaking  Practice:
BENCHMARK GRADE LEVEL EXPECTATION		Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10  Writing a Letter
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10  Writing a Letter  • Unit 4: Day 11
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10  Writing a Letter  • Unit 4: Day 11  Formal Writing Assessment: Planning  • Unit 4: Day 12  Formal Writing Assessment  • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	2.L.2.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10  Writing a Letter  • Unit 4: Day 11  Formal Writing Assessment: Planning  • Unit 4: Day 12  Formal Writing Assessment  • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10  Writing a Letter  • Unit 4: Day 11  Formal Writing Assessment: Planning  • Unit 4: Day 12  Formal Writing Assessment  • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity  • Unit 4: Day 10  Writing a Letter  • Unit 4: Day 11  Formal Writing Assessment: Planning  • Unit 4: Day 12  Formal Writing Assessment  • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1 • Unit 3a: Day 09
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1 • Unit 3a: Day 09  Write Informative Text Part 2
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1 • Unit 3a: Day 09  Write Informative Text Part 2 • Unit 3a: Day 12
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1 • Unit 3a: Day 09  Write Informative Text Part 2 • Unit 3a: Day 12  Formal Writing Assessment
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1 • Unit 3a: Day 09  Write Informative Text Part 2 • Unit 3a: Day 12  Formal Writing Assessment • Unit 4: Day 08
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	2.L.2. 2.L.2.h.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas in greetings and closings of letters.  WritingCity • Unit 4: Day 10  Writing a Letter • Unit 4: Day 11  Formal Writing Assessment: Planning • Unit 4: Day 12  Formal Writing Assessment • Unit 4: Day 13  Formal Writing Assessment: Revising and Editing  Use an apostrophe to form contractions and frequently occurring possessives.  WritingCity • Unit 1: Day 07  Traits: Conventions • Unit 3a: Day 08  Write Informative Text Part 1 • Unit 3a: Day 09  Write Informative Text Part 2 • Unit 3a: Day 12  Formal Writing Assessment

		Revising and Editing  • Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment  • Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
		• Unit 5: Day 06
		Possessive and Plural Nouns  • Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		Unit 5: Day 10     Formal Writing Assessment
INDICATOR	2.L.2.j.	Generalize learned spelling patterns when writing words (e.g., cage
		ightarrow badge; boy $ ightarrow$ boil).
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions
		Unit 2: Day 08     Narrative Writing: Temporal Words Day 1
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		Unit 5: Day 04     Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 06
		Possessive and Plural Nouns
INDICATOR	2.L.2.l.	Use conventional spelling for high-frequency and other studied
		words.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions  • Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing  • Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		• Unit 5: Day 06
		Possessive and Plural Nouns
INDICATOR	2.L.2.o.	Spell grade-appropriate words correctly, consulting references as
		needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending
		rules, meaningful word parts)
		Mustine City
		WritingCity  • Unit 1: Day 07
		Traits: Conventions
		Unit 2: Day 08     Narrative Writing: Temporal Words Day 1
		Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns  • Unit 5: Day 06
		Possessive and Plural Nouns
CONTENT STANDARD	ND.2.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL	2.L.2.	Within the context of authentic English writing and speaking
EXPECTATION		

INDICATOR		Display proficiency in:
INDICATOR	2.L.2.s.	Use conventional spelling for words with common spelling patterns
		and for frequently occurring irregular words.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions
		• Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1  • Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		Unit 5: Day 06     Possessive and Plural Nouns
INDICATOR		
INDICATOR	2.L.2.t.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions
		• Unit 2: Day 08
		Narrative Writing: Temporal Words Day 1  • Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		Unit 5: Day 06     Possessive and Plural Nouns
INDICATOR	01.0	
INDICATOR	2.L.2.u.	Capitalize holidays, product names, and geographic names.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions
		Unit 2: Day 01     Narrative Writing: BME
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		• Unit 2: Day 03
		Narrative Writing: Review Focus Skills  • Unit 3b: Day 10
		Writing 2 Paragraphs
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1
		• Unit 3b: Day 14
		Formal Writing Assessment - Part 2  • Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
CONTENT STANDARD	ND.2.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning
EXPECTATION		words and phrases based on grade 2 reading and content,
INDICATOR		choosing flexibly from an array of strategies.
INDICATOR	2.L.4.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		WritingCity
		• Unit 3b: Day 02
		Defining Nouns
		• Unit 3b: Day 03
		Defining Nouns Part 2 • Unit 6: Day 01
		Writing Definitions
	1	TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT

• Unit 6: Day 02
Collective Nouns

## North Dakota Academic Content Standards Language Arts

Grade: 3 - Adopted: 2017

CONTENT STANDARD	ND.3.RL.	Reading Standard for Literature/Fiction
	ND.J.KL.	
BENCHMARK  GRADE LEVEL EXPECTATION	3.RL.1.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.  WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION	3.RL.2.	Unit 5: Day 20 Responses to Text: Comparing Morals  Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  WritingCity
		Unit 5: Day 18     Activate Thinking in Traditional Literature     Unit 5: Day 19     Responses to Text: Comparing Morals     Unit 5: Day 20     Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.  WritingCity  • Unit 2: Day 20 Read, Reread, Respond and Score  • Unit 2: Day 21 Read, Reread, Respond and Score
CONTENT STANDARD	ND.3.RL.	Reading Standard for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.  WritingCity  • Unit 2: Day 18 Writers Respond to Questions and Prompts
CONTENT STANDARD	ND.3.RL.	Reading Standard for Literature/Fiction
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood,

		emphasize aspects of a character or setting).
		emphasize aspects of a character of setting).
		WritingCity
		• Unit 2: Day 20
		Read, Reread, Respond and Score  • Unit 2: Day 21
		Read, Reread, Respond and Score
CONTENT STANDARD	ND.3.RL.	Reading Standard for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL	3.RL.10.	By the end of the year, read and comprehend literature, including
EXPECTATION		stories, dramas, and poetry, on grade level independently and proficiently.
		WritingCity
		• Unit 2: Day 16
		Intro to Response Writing
		Unit 2: Day 17 Off to the RACES
		• Unit 2: Day 20
		Read, Reread, Respond and Score
		• Unit 2: Day 21
CONTENT OTANDADD	ND 0 DI	Read, Reread, Respond and Score
BENCHMARK	ND.3.RI.	Reading Standards for Informational/Nonfiction Text  Key Ideas and Details
GRADE LEVEL	3.RI.1.	Ask and answer questions to demonstrate understanding of a text
EXPECTATION	3.RI.1.	(textual evidence), referring explicitly to the text as the basis for the answers.
		WritingCity
		• Unit 3b: Day 15 3-2-1- Highlight!
		• Unit 3b: Day 16
		Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response  • Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12
		Response to Text- A Taste of Two
		Unit 4: Day 13     Response to Text- Comparing Two Texts
		• Unit 4: Day 14
		Response to Text- A Persuasive Letter
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
		WritingCity
		Unit 3b: Day 16
		Vocabulary in a Text
		Unit 3b: Day 17 Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
CONTENT STANDARD	ND.3.RI.	Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL	3.RI.4.	Determine the meaning of general academic and domain-specific
EXPECTATION		words and phrases in a text relevant to a grade 3 topic or subject area.

	WritingCity • Unit 3b: Day 16
	Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two
3.RI.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	WritingCity  • Unit 3b: Day 14  Nonfiction Text Feature  • Unit 3b: Day 15  3-2-1- Highlight!  • Unit 3b: Day 16  Vocabulary in a Text  • Unit 3b: Day 17  Scoring a Response  • Unit 3b: Day 18
	Scoring a Response
ND.3.RI.	Reading Standards for Informational/Nonfiction Text
	Integration of Knowledge and Ideas
3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two
3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
	WritingCity • Unit 4: Day 13 Response to Text- Comparing Two Texts
ND.3.RF.	Reading Standards: Foundational Skills
	Fluency
3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
3.RF.4.a.	Read grade-level text with purpose and understanding.  WritingCity  • Unit 2: Day 16 Intro to Response Writing  • Unit 2: Day 17 Off to the RACES  • Unit 2: Day 20
	3.RI.7.  3.RI.7.  3.RI.9.

		Unit 2: Day 21 Read, Reread, Respond and Score     Unit 4: Day 12 Response to Text- A Taste of Two     Unit 4: Day 13
		Response to Text- Comparing Two Texts
CONTENT STANDARD	ND.3.W	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.1.	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
INDICATOR	3.W.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  WritingCity Unit 4: Day 01 Persuasion Game Unit 4: Day 02 What is Opinion Writing? Unit 4: Day 04 What's Your Opinion? Unit 4: Day 05 Square Organizer Unit 4: Day 06 Mini Stories Support Your Thesis Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 08 Introductions, Conclusions, & Student Planning Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising
INDICATOR	3.W.1.b.	Provide reasons that support the opinion.  WritingCity  • Unit 4: Day 03 Opinions and Advertising  • Unit 4: Day 04 What's Your Opinion?  • Unit 4: Day 06 Mini Stories Support Your Thesis  • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric  • Unit 4: Day 09 Formal Writing Assessment  • Unit 4: Day 10 Revising
INDICATOR	3.W.1.c.	Use transitional words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  WritingCity • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
INDICATOR	3.W.1.d.	Provide a concluding statement or section.  WritingCity  • Unit 4: Day 07

CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	ND.3.W 3.W.2.	Uno, Dos, Traits: Scoring with Rubric  • Unit 4: Day 08 Introductions, Conclusions, & Student Planning  • Unit 4: Day 09 Formal Writing Assessment  • Unit 4: Day 10 Revising  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  WritingCity  • Unit 3b: Day 15
		3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.  WritingCity  • Unit 3a: Day 01 Informational Writing  • Unit 3a: Day 02 Paragraphing and Structure  • Unit 3a: Day 03 Narrative vs. Non-Narrative  • Unit 3a: Day 04 Voice  • Unit 3a: Day 05 Introductions and Topic Sentences  • Unit 3a: Day 06 Paragraphs and Linking Words  • Unit 3a: Day 07 Wrap-Up Conclusions  • Unit 3a: Day 08 Score and Organize  • Unit 3a: Day 10 Teacher Modeling and Planning  • Unit 3a: Day 11 Special Place  • Unit 3a: Day 12 Revising with A.R.M.S.  • Unit 3a: Day 13 Editing and Scoring  • Unit 3b: Day 02 Becoming Experts  • Unit 3b: Day 03 Facts, Definitions, and Details  • Unit 3b: Day 04 Linking and Transition Words  • Unit 3b: Day 05 Voice and Word Choice  • Unit 3b: Day 07 Revisiting Conclusions  • Unit 3b: Day 09 Planning Sheets  • Unit 3b: Day 09 Planning Sheets  • Unit 3b: Day 10 Formal Writing Assessment  • Unit 3b: Day 11

CONTENT STANDARD	ND.3.W	Formal Writing Assessment  • Unit 4: Day 10 Revising Writing Standards
		• Unit 4: Day 10
		WritingCity  • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric  • Unit 4: Day 08 Introductions, Conclusions, & Student Planning  • Unit 4: Day 09
INDICATOR	3.W.2.d.	Provide a concluding statement or section.
INDICATOR	3.W.2.c.	Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 14 Scoring with a Rubric  Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  WritingCity Unit 3a: Day 06 Paragraphs and Linking Words Unit 3a: Day 07 Wrap-Up Conclusions Unit 3a: Day 08 Score and Organize Unit 3a: Day 11 Special Place Unit 3a: Day 12 Revising with A.R.M.S. Unit 3b: Day 10 Formal Writing Assessment Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 14 Scoring with a Rubric
		Revising with A.R.M.S  • Unit 6: Day 01  Start by Choosing a Topic  • Unit 6: Day 02  Searching the Internet  • Unit 6: Day 03  Ready, Set, Highlight  • Unit 6: Day 04  Guided Notes Journal  • Unit 6: Day 05  Paraphrasing  • Unit 6: Day 06  Guided Notes Journal  • Unit 6: Day 07  Glows and Grows  • Unit 6: Day 08  5 Square Planning Sheet

GRADE LEVEL EXPECTATION	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  WritingCity Unit 1: Day 02 6 Traits: Ideas Unit 1: Day 03 6 Traits: Organization Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing with Emotion Unit 2: Day 08 Planning Unit 2: Day 08 Planning Unit 2: Day 09 How to Bait a Reader Unit 2: Day 10 Catchy Closures Unit 2: Day 14 Revising—Glows and Grows Unit 3: Day 02 What is a Fable? Unit 5: Day 03 Planning Wheels Unit 5: Day 07 Fable Beginnings Unit 5: Day 08 Fable Planning: Talk it Out Unit 5: Day 09 Linking and Transition Words Unit 5: Day 12 Score, Plan, & Talk! Unit 5: Day 13 Score, Plan, & Write! Unit 5: Day 14 Formal Writing Assessment
INDICATOR	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  WritingCity  • Unit 1: Day 02  6 Traits: Ideas  • Unit 1: Day 04  6 Traits: Voice  • Unit 2: Day 02  Adverbs  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 2: Day 06  Writing with Emotion  • Unit 2: Day 14  RevisingGlows and Grows  • Unit 3a: Day 04

		<u></u>
		Voice
		• Unit 5: Day 02
		What is a Fable?
		• Unit 5: Day 06
		Moral of the Lesson
		Unit 5: Day 14     Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
INDICATOR	3.W.3.c.	Use transitional words and phrases to signal event order.
		WritingCity
		• Unit 1: Day 03
		6 Traits: Organization
		• Unit 2: Day 05
		Sequencing and Linking Words
		• Unit 2: Day 14
		RevisingGlows and Grows • Unit 3a: Day 06
		Paragraphs and Linking Words
		Unit 3a: Day 07
		Wrap-Up Conclusions
		• Unit 3a: Day 08
		Score and Organize
		• Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 10
		Formal Writing Assessment
		• Unit 5: Day 02
		What is a Fable?
		• Unit 5: Day 09
		Linking and Transition Words
		• Unit 6: Day 09
		Planning Continued
		• Unit 6: Day 10
		Ready, Set, Write!
		Unit 6: Day 11 Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
CONTENT STANDARD	ND.3.W	Writing Standards
BENCHMARK	ND.3.VV	Production and Distribution of Writing
	2 W 4	-
GRADE LEVEL EXPECTATION	3.W.4.	Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for
LAFECTATION		writing types are defined in standards 1–3.)
		writing types are defined in standards 1-3.)
		WritingCity
		• Unit 1: Day 08
		Getting Ready for Writing
		• Unit 2: Day 16
		Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES
		• Unit 2: Day 18
		Writers Respond to Questions and Prompts
		• Unit 2: Day 19
T .	II.	
		Using the Checklist
		Using the Checklist • Unit 2: Day 20

Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure Unit 3a: Day 03 Narrative vs. Non-Narrative Unit 3a: Day 05 Introductions and Topic Sentences Unit 3a: Day 06 Paragraphs and Linking Words Unit 3a: Day 10 Teacher Modeling and Planning Unit 3a: Day 11 Special Place Unit 3a: Day 12 Revising with A.R.M.S. Unit 3a: Day 13 **Editing and Scoring**  Unit 3b: Day 02 **Becoming Experts**  Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising Unit 4: Day 11 **Editing and Scoring**  Unit 4: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 **Editing for Capitals** • Unit 5: Day 19 Responses to Text: Comparing Morals

• Unit 5: Day 20

Responses to Text: Comparing Morals

		Unit 6: Day 04 Guided Notes Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 08 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 EditingGlows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 21 Read, Reread, Respond and Score • Unit 3: Day 20 Read, Reread, Respond and Score • Unit 3: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning

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

Unit 6: Day 06

		Guided Notes Journal  • Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
		• Unit 6: Day 16
		Reflection and Celebration
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as
		to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
		WritingCity
		Unit 3b: Day 14     Nonfiction Text Feature
		• Unit 3b: Day 15
		3-2-1- Highlight!
		• Unit 3b: Day 16
		Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		• Unit 6: Day 15
		Publishing with Technology
GRADE LEVEL	3.W.7.	Conduct short research projects that build knowledge about a
EXPECTATION		topic.
		<u>WritingCity</u>
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal • Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
GRADE LEVEL	3.W.8.	Recall information from experiences or gather information from
EXPECTATION		print and digital sources; take brief notes on sources and sort evidence into provided categories.

		WritingCity  • Unit 6: Day 02 Searching the Internet  • Unit 6: Day 03 Ready, Set, Highlight  • Unit 6: Day 04 Guided Notes Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Guided Notes Journal  • Unit 6: Day 07 Glows and Grows  • Unit 6: Day 08 5 Square Planning Sheet  • Unit 6: Day 10 Ready, Set, Write!  • Unit 6: Day 14 Scoring with a Rubric
CONTENT STANDARD	ND.3.SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  WritingCity  Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts Unit 5: Day 18 Activate Thinking in Traditional Literature
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.f.	Ensure subject verb-agreement.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 2: Day 14  RevisingGlows and Grows  • Unit 3a: Day 09  Score and Brainstorm
INDICATOR	3.L.1.i.	Use regular plural nouns orally by adding /s/ or /es/.  WritingCity Unit 2: Day 01 Real Narrative Unit 6: Day 06 Guided Notes Journal Unit 6: Day 09 Planning Continued

	1	
		• Unit 6: Day 10 Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing  • Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	3.L.1.j.	Form and use regular and irregular plural nouns.
		<u>WritingCity</u>
		Unit 2: Day 01     Real Narrative
		• Unit 6: Day 06
		Guided Notes Journal
		Unit 6: Day 09     Planning Continued
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11 Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
INDICATOR	3.L.1.k.	Use abstract nouns (e.g., childhood).
		WritingCity
		Unit 1: Day 07     Traits: Conventions
		• Unit 2: Day 01
		Real Narrative
		Unit 6: Day 09     Planning Continued
INDICATOR	3.L.1.l.	Use possessive nouns.
		WritingCity  • Unit 1: Day 07
		6 Traits: Conventions
		Unit 2: Day 01 Real Narrative
		• Unit 3a: Day 13
		Editing and Scoring
		Unit 3b: Day 12     Editing Checklist
		• Unit 4: Day 11
		Editing and Scoring
		Unit 5: Day 10     Possessives and Plurals, Oh My!
		• Unit 5: Day 12
		Score, Plan, & Talk!
		Unit 5: Day 17     Editing Fables
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
		WritingCity
		• Unit 5: Day 04
		Fables and Focus
		Unit 5: Day 05     Action Words
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
		WritingCity
	II.	
		Unit 3b: Day 05     Voice and Word Choice

		• Unit 3b: Day 08
		Uno, Dos, Traits
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
		WritingCity
		• Unit 2: Day 02
		Adverbs
		Unit 3b: Day 05     Voice and Word Choice
		• Unit 3b: Day 08
		Uno, Dos, Traits
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.q.	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		Unit 2: Day 14     RevisingGlows and Grows
		• Unit 3a: Day 09
		Score and Brainstorm
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
		<u>WritingCity</u>
		• Unit 2: Day 02
		A di caula a
		Adverbs
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK		Language Standards Conventions of Standard English
BENCHMARK GRADE LEVEL EXPECTATION	ND.3.L. 3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:
BENCHMARK GRADE LEVEL EXPECTATION		Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	3.L.2.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17  Editing Fables  Form and use possessives.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17  Editing Fables  Form and use possessives.  WritingCity
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17  Editing Fables  Form and use possessives.  WritingCity  • Unit 1: Day 07
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17  Editing Fables  Form and use possessives.  WritingCity
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03  Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17  Editing Fables  Form and use possessives.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 3a: Day 13  Editing and Scoring
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity  • Unit 2: Day 03 Dialogue=Detail  • Unit 2: Day 04  Using Dialogue to Develop Characters  • Unit 5: Day 04  Fables and Focus  • Unit 5: Day 17 Editing Fables  Form and use possessives.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 3a: Day 13 Editing and Scoring  • Unit 3b: Day 12
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 5: Day 04 Fables and Focus • Unit 5: Day 17 Editing Fables  Form and use possessives.  WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 5: Day 04 Fables and Focus • Unit 5: Day 17 Editing Fables  Form and use possessives.  WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	3.L.2. 3.L.2.a.	Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use commas and quotation marks in dialogue.  WritingCity • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 5: Day 04 Fables and Focus • Unit 5: Day 17 Editing Fables  Form and use possessives.  WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist

		Unit 5: Day 12     Score, Plan, & Talk!
		• Unit 5: Day 17
		Editing Fables
INDICATOR	3.L.2.d.	Use commas and quotation marks to mark direct speech and quotations from a text.
		WritingCity
		• Unit 2: Day 03 Dialogue=Detail
		• Unit 2: Day 04
		Using Dialogue to Develop Characters  • Unit 5: Day 04
		Fables and Focus
		• Unit 5: Day 17
INDICATOR		Editing Fables
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
		WritingCity
		Unit 3b: Day 07     Revisiting Conclusions
		• Unit 3b: Day 12
		Editing Checklist • Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment  • Unit 4: Day 11
		Editing and Scoring
		Unit 5: Day 11     Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!
		Unit 5: Day 17     Editing Fables
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
		WritingCity
		• Unit 1: Day 07 6 Traits: Conventions
		• Unit 2: Day 15
		EditingGlows and Grows
		Unit 3a: Day 09     Score and Brainstorm
		• Unit 3a: Day 13
		Editing and Scoring • Unit 3b: Day 12
		Editing Checklist
		Unit 4: Day 11     Editing and Scoring
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.l.	Use an apostrophe to form contractions and frequently occurring possessives.

		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		Unit 3a: Day 13     Editing and Scoring
		• Unit 3b: Day 12
		Editing Checklist
		• Unit 4: Day 11
		Editing and Scoring
		• Unit 5: Day 10
		Possessives and Plurals, Oh My!
		• Unit 5: Day 12
		Score, Plan, & Talk! • Unit 5: Day 17
		Editing Fables
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
		<u>WritingCity</u>
		• Unit 1: Day 07
		6 Traits: Conventions
		Unit 2: Day 15     EditingGlows and Grows
		• Unit 3a: Day 09
		Score and Brainstorm
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 12
		Editing Checklist
		Unit 4: Day 11     Editing and Scoring
INDICATOR	3.L.2.n.	Use commas in addresses.
		WritingCity
		• Unit 3b: Day 01
		Becoming Authorities
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 15
		EditingGlows and Grows • Unit 3a: Day 09
		Score and Brainstorm
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 12
		Editing Checklist
		Unit 4: Day 11     Editing and Scoring
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK	TTD.U.L.	Knowledge of Language
GRADE LEVEL	3.L.3.	Use knowledge of language and its conventions when writing,
EXPECTATION		speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
		WritingCity
		Unit 2: Day 06
		Writing with Emotion
		• Unit 2: Day 14
	II .	RevisingGlows and Grows

		Helt On Day Of
		Unit 3a: Day 04 Voice Unit 3a: Day 11 Special Place Unit 3a: Day 12 Revising with A.R.M.S. Unit 3b: Day 05 Voice and Word Choice Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 5: Day 10 Revising Unit 5: Day 10 Revising 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
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK	11510121	
GRADE LEVEL EXPECTATION	3.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  WritingCity Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Notes Journal Unit 6: Day 07 Glows and Grows Unit 6: Day 14 Scoring with a Rubric
CONTENT STANDARD	ND.3.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	3.L.6.	Acquire and use accurately grade-appropriate conversational,
EXPECTATION		general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  WritingCity  Unit 2: Day 06  Writing with Emotion

• Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
• Unit 5: Day 05 Action Words Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables

## **North Dakota Academic Content Standards**

## **Language Arts**

Grade: 4 - Adopted: 2017

CONTENT STANDARD	ND.4.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL 4.F	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
		WritingCity
		• Unit 2: Day 16
		Intro to Response to Text
		Unit 2: Day 17     Ways Writers Respond to Reading
		• Unit 2: Day 18
		Writers Respond to Questions & Prompts
		• Unit 2: Day 19
		Writers Respond Through Opinions
		• Unit 2: Day 20
		Read, Reread and Respond
		• Unit 2: Day 21
		Reread, Respond and Score
		• Unit 4: Day 12
		Response to Text - Idea Swap
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		• Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2
		• Unit 5: Day 12
		Response to Text
		• Unit 5: Day 13
	II II	Compare and Contrast

GRADE LEVEL EXPECTATION	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  WritingCity  • Unit 2: Day 16 Intro to Response to Text  • Unit 2: Day 17 Ways Writers Respond to Reading  • Unit 2: Day 18 Writers Respond to Questions & Prompts  • Unit 2: Day 19 Writers Respond Through Opinions  • Unit 2: Day 20 Read, Reread and Respond  • Unit 2: Day 21 Reread, Respond and Score  • Unit 3b: Day 15 Response Writing and Text Features  • Unit 3b: Day 17 Nonfiction Choice Cards  • Unit 4: Day 12 Response to Text - Idea Swap  • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1  • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2  • Unit 5: Day 05 Dialogue and Punctuation  • Unit 5: Day 12 Response to Text  • Unit 5: Day 13 Compare and Contrast
CONTENT STANDARD	ND.4.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  WritingCity Unit 5: Day 13 Compare and Contrast
CONTENT STANDARD	ND.4.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  WritingCity  • Unit 5: Day 13 Compare and Contrast
CONTENT STANDARD	ND.4.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.  WritingCity  • Unit 2: Day 16 Intro to Response to Text  • Unit 2: Day 17

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

		Unit 6: Day 07     Finishing the Journal
GRADE LEVEL EXPECTATION	4.RI.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
		Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
CONTENT STANDARD	ND.4.RI	Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
GRADE LEVEL EXPECTATION	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
GRADE LEVEL EXPECTATION	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		Unit 3b: Day 19     Nonfiction Response and Score- Day 2
		Unit 4: Day 12     Response to Text - Idea Swap
		Unit 4: Day 13     Response to Text - Persuasive Letter - Part 1     Unit 4: Day 14
		Unit 4: Day 14     Response to Text - Persuasive Letter - Part 2     Unit 5: Day 12
		Response to Text • Unit 5: Day 13
		Compare and Contrast
CONTENT STANDARD	ND.4.RI	Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text
		• Unit 3b: Day 15
		Response Writing and Text Features  • Unit 3b: Day 17
		Nonfiction Choice Cards

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		Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
GRADE LEVEL EXPECTATION	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		Unit 3b: Day 19     Nonfiction Response and Score- Day 2     Unit 4: Day 12     Response to Text - Idea Swap     Unit 4: Day 13     Response to Text - Persuasive Letter - Part 1     Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
CONTENT STANDARD	ND.4.RI	Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.  WritingCity  Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 6: Day 04 Guided Note-Taking Journal - Part 1
CONTENT STANDARD	ND.4.RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.  WritingCity  Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 20 Read, Reread and Respond

		Unit 2: Day 21 Reread, Respond and Score
CONTENT STANDARD	ND.4.W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	4.W.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  WritingCity  • Unit 4: Day 01 Fact vs. Opinion  • Unit 4: Day 02 What Do We Think of Zoos?  • Unit 4: Day 03 5 Square Paragraph Planning  • Unit 4: Day 04 Let the Planning Begin!  • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My!  • Unit 4: Day 06 Analyzing the Student Sample  • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1  • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09 Revising Ears
INDICATOR	4.W.1.b.	Provide reasons that are supported by facts and details.  WritingCity Unit 4: Day 01 Fact vs. Opinion Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 03 Square Paragraph Planning Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears
INDICATOR	4.W.1.c.	Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition).  WritingCity  • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My!  • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1  • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09 Revising Ears

INDICATOR	4.W.1.d.	Provide a concluding statement or section related to the opinion presented.  WritingCity
		Unit 4: Day 05     Opinions, Transitions, and Leads, Oh My!
		• Unit 4: Day 06
		Analyzing the Student Sample  • Unit 4: Day 08
		Formal Writing: Opinion Piece - Part 2
CONTENT STANDARD	ND.4.W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
		WritingCity • Unit 3a: Day 02
		5 Square • Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 05
		Focus Skill Writing  • Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10 Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		Unit 3b: Day 12     Revising with A.R.M.S.
		• Unit 6: Day 11
		Ready, Set, Write!  • Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		Unit 6: Day 13     Formal Writing: Research Piece - Part 1
INDICATOR	4.W.2.b.	
INDICATOR	4.44.2.0.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		WritingCity
		• Unit 3a: Day 02 5 Square
		• Unit 3a: Day 03
		Using the Planning Sheet  • Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 03
		Definitions • Unit 3b: Day 05
		Focus Skill Writing
		Unit 3b: Day 06     Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11 Verbs, Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.  • Unit 6: Day 01
		Start by Choosing a Topic

		Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.2.c.	Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because).  WritingCity  Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 04 Formal Writing  • Unit 3a: Day 07 Glows and Grows - Part 2  • Unit 3b: Day 03 Definitions  • Unit 3b: Day 05 Focus Skill Writing  • Unit 3b: Day 06 Domain-Specific Vocabulary

INDICATOR	4 W 2 e	Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.  WritingCity Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions Unit 3b: Day 02 Square Paragraphs Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 13 Formal Writing: Research Piece - Part 1
CONTENT STANDARD	ND.4.W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  WritingCity  • Unit 1: Day 02 Ideas  • Unit 1: Day 03 Organization  • Unit 2: Day 09 Scoring With A Rubric - Part 1  • Unit 2: Day 12

Formal Writing			
What is a Legend?			
INDICATOR  4.W.3.b.  4.W.3.b.  Use dialogue and description to develop experiences and events or show the responses of characters to situations.  WritingCity I - Unit 1: Day 02 Ideas I - Unit 2: Day 04 Voice I - Unit 2: Day 06 A Characters Voice I - Unit 2: Day 07 The Conventions of Dialogue I - Unit 2: Day 08 Show And Tell Review I - Unit 2: Day 10 Scoring With A Rubric - Part 2 I - Unit 2: Day 08 Revising I - Unit 3: Day 08 Revising I - Unit 3: Day 08 Revising I - Unit 5:			• Unit 5: Day 01
1st or 3rd Person Narrators   - Unit 5: Day 04   Legend Planning Wheels   - Unit 5: Day 10   Compare Characters			What is a Legend?
1st or 3rd Person Narrators   - Unit 5: Day 04   Legend Planning Wheels   - Unit 5: Day 10   Compare Characters			• Unit 5: Day 03
Hunt 5: Day 04			
Legend Planning Wheels   Unit 5: Day 10   Compare Characters			
Use dialogue and description to develop experiences and events or show the responses of characters to situations.   WritingCity			
NDICATOR			
A.W.3.b.   Use dialogue and description to develop experiences and events or show the responses of characters to situations.   WritingCity			
show the responses of characters to situations.  WritingCity - Unit 1: Day 02 Ideas - Unit 2: Day 04 Voice - Unit 2: Day 06 - A Character's Voice - Unit 2: Day 07 - The Conventions of Dialogue - Unit 2: Day 08 - Show And Tell Review - Unit 2: Day 10 - Scoring With A Rubric - Part 2 - Unit 2: Day 10 - Scoring With A Rubric - Part 2 - Unit 3: Day 08 - Revising - Unit 3: Day 08 - Revising - Unit 3: Day 06 - Uno, Dos, Traitsl - Unit 5: Day 06 - Uno, Dos, Traitsl - Unit 5: Day 08 - Check-in and Writel  INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity - Unit 1: Day 03 Organization - Unit 2: Day 03 Organization - Unit 2: Day 03 Scoring With A Rubric - Part 2 - Unit 2: Day 10 - Scoring With A Rubric - Part 2 - Unit 3: Day 04 - Unit 3: Day 04 - Formal Writing - Unit 3: Day 04 - Linking Words - Unit 3: Day 04 - Linking Words - Unit 3: Day 04 - Linking Words - Unit 3: Day 06 - Domain-Specific Vocabulary - Unit 3: Day 07 - Writing Strong Conclusions - Unit 3: Day 07 - Writing Strong Conclusions - Unit 3: Day 07 - Writing Strong Conclusions - Unit 3: Day 10 - Formal Writing - Unit 3: Day 07 - Writing Strong Conclusions - Unit 3: Day 10 - Formal Writing			
Unit 1: Day 02   Ideas   Unit 1: Day 04   Voice   Unit 2: Day 06   A Character's Voice   Unit 2: Day 07   The Conventions of Dialogue   Unit 2: Day 08   Show And Tell Review   Unit 2: Day 10   Scoring With A Rubric - Part 2   Unit 2: Day 10   Scoring With A Rubric - Part 2   Unit 3: Day 08   Revising   Unit 3: Day 08   Revising   Unit 5: Day 06   Unit 5: Day 06   Uno, Dos, Traitsl   Unit 5: Day 08   Check-in and Writel   Unit 5: Day 08   Check-in and Writel   Unit 2: Day 08   Check-in and Writel   Unit 3: Day 04   Unit 3: Day 05   Cormal Writing   Unit 3a: Day 04   Unit 3b: Day 06   Comain-Specific Vocabulary   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 10   Check-in and Writing   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 10   Check-in and Properties   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 10   Check-in and Properties   Check-in and Prop	INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Ideas  - Unit 1: Day 04  Voice - Unit 2: Day 06  A Character's Voice - Unit 2: Day 07  The Conventions of Dialogue - Unit 2: Day 08  Show And Tell Review - Unit 2: Day 10  Scoring With A Rubric - Part 2 - Unit 2: Day 10  Scoring With A Rubric - Part 2 - Unit 3: Day 08  Revising - Unit 3: Day 08  Revising - Unit 5: Day 06  Uno, Dos, Traits! - Unit 5: Day 06  Uno, Dos, Traits! - Unit 5: Day 06  Une a variety of transitional words and phrases to manage the sequence of events.  WritingCity - Unit 1: Day 03 Organization - Unit 2: Day 05  Transitioning Smoothly - Unit 2: Day 05  Transitioning Smoothly - Unit 2: Day 08  Show And Tell Review - Unit 2: Day 10  Scoring With A Rubric - Part 2 - Unit 2: Day 10  Scoring With A Rubric - Part 2 - Unit 3: Day 10  The Elements - Unit 3: Day 04 - Formal Writing - Unit 3: Day 04 - Formal Writing - Unit 3b: Day 04 - Linking Words - Unit 3b: Day 06 - Domain-Specific Vocabulary - Unit 3b: Day 06 - Domain-Specific Vocabulary - Unit 3b: Day 07 - Writing Strong Conclusions - Unit 3b: Day 07 - Writing Strong Conclusions - Unit 3b: Day 07 - Writing Strong Conclusions - Unit 3b: Day 07 - Writing Strong Conclusions - Unit 3b: Day 07 - Writing Strong Conclusions - Unit 3b: Day 10 - Formal Writing			
Unit 1: Day 04   Voice   Unit 2: Day 06     A Character's Voice   Unit 2: Day 07     The Conventions of Dialogue   Unit 2: Day 08     Show And Tell Review   Unit 2: Day 01     Scoring With A Rubric - Part 2     Unit 2: Day 01     Storing With A Rubric - Part 2     Unit 3b: Day 05     Dialogue and Punctuation   Unit 5: Day 05     Dialogue and Punctuation   Unit 5: Day 06     Uno, Dos, Traits   Unit 5: Day 08     Check-in and Write!     NDICATOR			
Voice   Unit 2: Day 06			
Unit 2: Day 06			
A Character's Voice			
Unit 2: Day 07   The Conventions of Dialogue   Unit 2: Day 08   Show And Tell Review   Unit 2: Day 10   Scoring With A Rubric - Part 2   Unit 2: Day 10   Scoring With A Rubric - Part 2   Unit 2: Day 12   Formal Writing   Unit 3b: Day 08   Revising   Unit 5: Day 05   Dialogue and Punctuation   Unit 5: Day 06   Uno, Dos, Traitsl   Unit 5: Day 06   Uno, Dos, Traitsl   Unit 5: Day 06   Uno, Dos, Traitsl   Unit 5: Day 07   Unit 5: Day 08   Check-in and Write!   Use a variety of transitional words and phrases to manage the sequence of events.    WritingCity   Unit 1: Day 03   Organization   Unit 2: Day 05   Transitioning Smoothly   Unit 2: Day 08   Show And Tell Review   Unit 2: Day 10   Scoring With A Rubric - Part 2   Unit 2: Day 12   Formal Writing   Unit 3a: Day 10   The Elements   Unit 3a: Day 04   Formal Writing   Unit 3b: Day 04   Unit 3b: Day 04   Unit 3b: Day 05   Focus Skill Writing   Unit 3b: Day 06   Domain-Specific Vocabulary   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 07   Writing Strong Conclusions   Unit 3b: Day 07			
The Conventions of Dialogue			
INDICATOR  - Unit 2: Day 08 Show And Tell Review - Unit 2: Day 12 - Unit 2: Day 12 - Formal Writing - Unit 3b: Day 08 Revising - Unit 3b: Day 05 Dialogue and Punctuation - Unit 5: Day 06 Uno, Dos, Traitsl - Unit 5: Day 08 Check-in and Write!  INDICATOR  - W. W. 3.c.  - WritingCity - Unit 1: Day 03 Organization - Unit 2: Day 08 Show And Tell Review - Unit 2: Day 08 Show And Tell Review - Unit 2: Day 10 Scoring With A Rubric - Part 2 - Unit 3b: Day 01 The Elements - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 04 Formal Writing - Unit 3b: Day 04 Linking Words - Unit 3b: Day 05 Focus Skill Writing - Unit 3b: Day 05 Domain-Specific Vocabulary - Unit 3b: Day 07 Writing Strong Conclusions - Unit 3b: Day 07			
Show And Tell Review  Unit 2: Day 10 Scoring With A Rubric - Part 2  Unit 2: Day 12 Formal Writing Unit 3b: Day 08 Revising Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 06 Uno, Dos, Traitsl Unit 5: Day 08 Check-in and Write!  INDICATOR  4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity Unit 1: Day 03 Organization Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 08 Show And Tell Review Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 04 Formal Writing Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions			The Conventions of Dialogue
Show And Tell Review  Unit 2: Day 10 Scoring With A Rubric - Part 2  Unit 2: Day 12 Formal Writing Unit 3b: Day 08 Revising Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 06 Uno, Dos, Traitsl Unit 5: Day 08 Check-in and Write!  INDICATOR  4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity Unit 1: Day 03 Organization Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 08 Show And Tell Review Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 04 Formal Writing Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions			• Unit 2: Day 08
- Unit 2: Day 10 Scoring With A Rubric - Part 2 - Unit 2: Day 12 Formal Writing - Unit 3b: Day 08 Revising - Unit 5: Day 05 Dialogue and Punctuation - Unit 5: Day 06 Uno, Dos, Traits! - Unit 5: Day 08 Check-in and Write!  INDICATOR  4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity - Unit 1: Day 03 Organization - Unit 2: Day 03 Organization - Unit 2: Day 08 Show And Tell Review - Unit 2: Day 08 Show And Tell Review - Unit 2: Day 10 Scoring With A Rubric - Part 2 - Unit 2: Day 10 Scoring With A Rubric - Part 2 - Unit 3a: Day 01 The Elements - Unit 3a: Day 04 Formal Writing - Unit 3b: Day 04 Linking Words - Unit 3b: Day 04 Linking Words - Unit 3b: Day 06 Domain-Specific Vocabulary - Unit 3b: Day 07 Writing Strong Conclusions - Unit 3b: Day 10			
Scoring With A Rubric - Part 2  • Unit 2: Day 12  Formal Writing • Unit 3b: Day 08  Revising • Unit 5: Day 05  Dialogue and Punctuation • Unit 5: Day 06  Uno, Dos, Traits! • Unit 5: Day 08  Check-in and Write!  INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity • Unit 1: Day 03  Organization • Unit 2: Day 05  Transitioning Smoothly • Unit 2: Day 08  Show And Tell Review • Unit 2: Day 10  Scoring With A Rubric - Part 2 • Unit 2: Day 10  Scoring Writing • Unit 3a: Day 04  Formal Writing • Unit 3b: Day 04  Linking Words • Unit 3b: Day 04  Linking Words • Unit 3b: Day 05  Focus Skill Writing • Unit 3b: Day 06  Domain-Specific Vocabulary • Unit 3b: Day 07  Writing Strong Conclusions • Unit 3b: Day 07  Writing Strong Conclusions			
INDICATOR  • Unit 3: Day 12 Formal Writing • Unit 3b: Day 08 Revising • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write!  INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3: Day 01 The Elements • Unit 3: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 04 Linking Words • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 07 Formal Writing			
Formal Writing  - Unit 3b: Day 08 Revising  - Unit 5: Day 05 Dialogue and Punctuation  - Unit 5: Day 06 Uno, Dos, Traits!  - Unit 5: Day 08 Check-in and Write!  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity  - Unit 1: Day 03 Organization  - Unit 2: Day 05 Transitioning Smoothly  - Unit 2: Day 08 Show And Tell Review  - Unit 2: Day 10 Scoring With A Rubric - Part 2  - Unit 2: Day 12 Formal Writing  - Unit 3a: Day 04 Formal Writing  - Unit 3b: Day 04 Linking Words  - Unit 3b: Day 04 Linking Words  - Unit 3b: Day 06 Domain-Specific Vocabulary  - Unit 3b: Day 06 Domain-Specific Vocabulary  - Unit 3b: Day 07 Writing Strong Conclusions  - Unit 3b: Day 07 Writing Strong Conclusions  - Unit 3b: Day 07 Writing Strong Conclusions			
Unit 3b: Day 08   Revising   Unit 5: Day 05     Dialogue and Punctuation   Unit 5: Day 06     Uno, Dos, Traits!   Unit 5: Day 08     Use a variety of transitional words and phrases to manage the sequence of events.			
Revising  • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write!  INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 04 The Elements • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing			
Unit 5: Day 05   Dialogue and Punctuation   Unit 5: Day 06   Uno, Dos, Traits!   Unit 5: Day 08   Check-in and Write!   Use a variety of transitional words and phrases to manage the sequence of events.			
Dialogue and Punctuation  • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write!  INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 01 The Elements • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing			
INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 3a: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 07 Formal Writing			
Uno, Dos, Traits!			Dialogue and Punctuation
Unit 5: Day 08   Check-in and Write!			• Unit 5: Day 06
Unit 5: Day 08   Check-in and Write!			
INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing			
INDICATOR  4.W.3.c.  Use a variety of transitional words and phrases to manage the sequence of events.  WritingCity  • Unit 1: Day 03 Organization  • Unit 2: Day 05 Transitioning Smoothly  • Unit 2: Day 08 Show And Tell Review  • Unit 2: Day 10 Scoring With A Rubric - Part 2  • Unit 2: Day 12 Formal Writing  • Unit 3a: Day 01 The Elements  • Unit 3b: Day 04 Formal Writing  • Unit 3b: Day 05 Focus Skill Writing  • Unit 3b: Day 06 Domain-Specific Vocabulary  • Unit 3b: Day 07 Writing Strong Conclusions  • Unit 3b: Day 10 Formal Writing			
WritingCity  • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing	INDICATOR	4.W.3.c.	Use a variety of transitional words and phrases to manage the
Unit 1: Day 03 Organization Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 08 Show And Tell Review Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 07 Formal Writing			· ·
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Scoring With A Rubric - Part 2  • Unit 2: Day 12  Formal Writing  • Unit 3a: Day 01  The Elements  • Unit 3a: Day 04  Formal Writing  • Unit 3b: Day 04  Linking Words  • Unit 3b: Day 05  Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 07  Writing Strong Conclusions  • Unit 3b: Day 10  Formal Writing			
Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements     Unit 3a: Day 04     Formal Writing     Unit 3b: Day 04     Linking Words     Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10     Formal Writing			
Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements     Unit 3a: Day 04     Formal Writing     Unit 3b: Day 04     Linking Words     Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10     Formal Writing		II	Scoring With A Pubric - Part 2
Formal Writing  • Unit 3a: Day 01 The Elements  • Unit 3a: Day 04 Formal Writing  • Unit 3b: Day 04 Linking Words  • Unit 3b: Day 05 Focus Skill Writing  • Unit 3b: Day 06 Domain-Specific Vocabulary  • Unit 3b: Day 07 Writing Strong Conclusions  • Unit 3b: Day 10 Formal Writing	1		ocorning with A Rubbic - Fart 2
Unit 3a: Day 01 The Elements     Unit 3a: Day 04 Formal Writing     Unit 3b: Day 04 Linking Words     Unit 3b: Day 05 Focus Skill Writing     Unit 3b: Day 06 Domain-Specific Vocabulary     Unit 3b: Day 07 Writing Strong Conclusions     Unit 3b: Day 10 Formal Writing			
The Elements  • Unit 3a: Day 04  Formal Writing  • Unit 3b: Day 04  Linking Words  • Unit 3b: Day 05  Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 07  Writing Strong Conclusions  • Unit 3b: Day 10  Formal Writing			• Unit 2: Day 12
Unit 3a: Day 04     Formal Writing     Unit 3b: Day 04     Linking Words     Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10     Formal Writing			• Unit 2: Day 12 Formal Writing
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Unit 3b: Day 04 Linking Words     Unit 3b: Day 05 Focus Skill Writing     Unit 3b: Day 06 Domain-Specific Vocabulary     Unit 3b: Day 07 Writing Strong Conclusions     Unit 3b: Day 10 Formal Writing			Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements
Linking Words  • Unit 3b: Day 05  Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 07  Writing Strong Conclusions  • Unit 3b: Day 10  Formal Writing			Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements     Unit 3a: Day 04
Unit 3b: Day 05 Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10 Formal Writing			Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements     Unit 3a: Day 04     Formal Writing
Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 07  Writing Strong Conclusions  • Unit 3b: Day 10  Formal Writing			Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements     Unit 3a: Day 04     Formal Writing     Unit 3b: Day 04
Focus Skill Writing  • Unit 3b: Day 06  Domain-Specific Vocabulary  • Unit 3b: Day 07  Writing Strong Conclusions  • Unit 3b: Day 10  Formal Writing			Unit 2: Day 12 Formal Writing     Unit 3a: Day 01 The Elements     Unit 3a: Day 04 Formal Writing     Unit 3b: Day 04 Linking Words
Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10     Formal Writing			Unit 2: Day 12 Formal Writing     Unit 3a: Day 01 The Elements     Unit 3a: Day 04 Formal Writing     Unit 3b: Day 04 Linking Words
Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing			Unit 2: Day 12 Formal Writing     Unit 3a: Day 01 The Elements     Unit 3a: Day 04 Formal Writing     Unit 3b: Day 04 Linking Words     Unit 3b: Day 05
Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10     Formal Writing			Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing
Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing			Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06
• Unit 3b: Day 10 Formal Writing			Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary
Formal Writing			Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07
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• Unit 3b: Day 11			Unit 2: Day 12 Formal Writing Unit 3a: Day 01 The Elements Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10
			Unit 2: Day 12     Formal Writing     Unit 3a: Day 01     The Elements     Unit 3a: Day 04     Formal Writing     Unit 3b: Day 04     Linking Words     Unit 3b: Day 05     Focus Skill Writing     Unit 3b: Day 06     Domain-Specific Vocabulary     Unit 3b: Day 07     Writing Strong Conclusions     Unit 3b: Day 10     Formal Writing

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		Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		Unit 6: Day 13     Formal Writing: Research Piece - Part 1
		Formal Writing. Research Flede - Fart 1
INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey
		experiences and events precisely.
		WritingCity
		• Unit 1: Day 04
		Voice
		• Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 2: Day 01
		Strong Verbs
		• Unit 2: Day 02
		Strong vs. Weak Verbs
		• Unit 2: Day 03
		Honoring Good Writing With Revision
		Unit 2: Day 04     Writing With Sensory Details
		• Unit 2: Day 08
		Show And Tell Review
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 08
		Check-in and Write!
		• Unit 5: Day 10
		Compare Characters
		• Unit 6: Day 05
		Paraphrasing

INDICATOR	4.W.3.e.	Unit 6: Day 06     Guided Note-Taking Journal - Part 2     Unit 6: Day 07     Finishing the Journal     Unit 6: Day 08     Glows and Grows     Unit 6: Day 09     Guided Note-Taking Journal - Part 3     Unit 6: Day 10     Planning Continued     Unit 6: Day 11     Ready, Set, Write!     Unit 6: Day 12     Just Keep Writing, Just Keep Writing!     Unit 6: Day 13     Formal Writing: Research Piece - Part 1  Provide a conclusion that follows from the narrated experiences or events.
		WritingCity Unit 1: Day 03 Organization Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions Unit 3b: Day 02 Square Paragraphs Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 13 Formal Writing: Research Piece - Part 1
CONTENT STANDARD	ND.4.W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)  WritingCity • Unit 1: Day 02 Ideas • Unit 2: Day 11 Planning • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing

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		• Unit 3b: Day 02
		5 Square Paragraphs
		• Unit 3b: Day 03
		Definitions • Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 4: Day 03
		5 Square Paragraph Planning
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 12
		Response to Text - Idea Swap  • Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1
		• Unit 4: Day 14
		Response to Text - Persuasive Letter - Part 2
		• Unit 5: Day 08
		Check-in and Write!
		• Unit 5: Day 12
		Response to Text
		• Unit 5: Day 13
		Compare and Contrast
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		Unit 6: Day 05     Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
GRADE LEVEL	4.W.5.	Develop and strengthen writing as needed by planning, revising,
EXPECTATION		and editing. (Editing for conventions should demonstrate command
		of Language standards 1–3 up to and including grade 4.)
		WritingCity
		• Unit 1: Day 01
		Topics I Can Write About
		a Unit 2: Day 03
		Unit 2: Day 03     Honoring Good Writing With Revision

Unit 2: Day 05

Transitioning Smoothly

• Unit 2: Day 06

A Character's Voice

• Unit 2: Day 07

The Conventions of Dialogue

• Unit 2: Day 11

Planning

• Unit 2: Day 13

Scoring Your Own Writing

• Unit 2: Day 14

Revising and Editing

• Unit 2: Day 15

Scoring Your Own Writing

• Unit 2: Day 16

Intro to Response to Text

• Unit 2: Day 17

Ways Writers Respond to Reading

Unit 2: Day 18

Writers Respond to Questions & Prompts

• Unit 2: Day 19

Writers Respond Through Opinions

• Unit 2: Day 20

Read, Reread and Respond

Unit 2: Day 21

Reread, Respond and Score

Unit 3a: Day 03

Using the Planning Sheet

• Unit 3a: Day 04

**Formal Writing** 

Unit 3a: Day 05

Reworking Conclusions

Unit 3a: Day 06

Glows and Grows - Part 1

• Unit 3a: Day 07

Glows and Grows - Part 2

Unit 3a: Day 08

Revising Strong Leads

Unit 3a: Day 09

Revising for Similes and Sensory Details

Unit 3a: Day 10

Editing With A Checklist

• Unit 3b: Day 01

Technological Innovations

• Unit 3b: Day 02

**5 Square Paragraphs** 

• Unit 3b: Day 08

Revising

Unit 3b: Day 09

Scoring Practice

• Unit 3b: Day 10

**Formal Writing** 

Unit 3b: Day 11
 Verbs, Verbs!

• Unit 3b: Day 12

Revising with A.R.M.S.

• Unit 3b: Day 13

Editing

• Unit 3b: Day 14

Time to Reflect

• Unit 4: Day 04

Let the Planning Begin!

• Unit 4: Day 05

Opinions, Transitions, and Leads, Oh My!

Unit 4: Day 06

		Analyzing the Student Sample  • Unit 4: Day 09 Revising Ears  • Unit 4: Day 10 Editing Glasses  • Unit 4: Day 11 Scoring Our Writing  • Unit 4: Day 12 Response to Text - Idea Swap  • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2  • Unit 5: Day 06 Uno, Dos, Traits!  • Unit 5: Day 08 Check-in and Write!  • Unit 5: Day 09 Editing  • Unit 5: Day 11 Rubric and Reflect  • Unit 5: Day 13 Compare and Contrast  • Unit 6: Day 04 Guided Note-Taking Journal - Part 1  • Unit 6: Day 09 Guided Note-Taking Journal - Part 3  • Unit 6: Day 10 Planning Continued  • Unit 6: Day 11
		Ready, Set, Write!  • Unit 6: Day 12 Just Keep Writing, Just Keep Writing!  • Unit 6: Day 13 Formal Writing: Research Piece - Part 1  • Unit 6: Day 14
		Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
		WritingCity  • Unit 3a: Day 11 Scoring Your Writing  • Unit 6: Day 16 Technology Publishing
CONTENT STANDARD	ND.4.W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.  WritingCity  • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05

GRADE LEVEL EXPECTATION	4.W.8.	Paraphrasing     • Unit 6: Day 06 Guided Note-Taking Journal - Part 2     • Unit 6: Day 07 Finishing the Journal  Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  WritingCity     • Unit 3b: Day 16 Nonfiction Text Summaries     • Unit 3b: Day 18 Nonfiction Response and Score- Day 1     • Unit 3b: Day 19 Nonfiction Response and Score- Day 2     • Unit 6: Day 02 Searching the Internet     • Unit 6: Day 03 Ready, Set, Highlight!     • Unit 6: Day 04 Guided Note-Taking Journal - Part 1     • Unit 6: Day 05 Paraphrasing     • Unit 6: Day 06 Guided Note-Taking Journal - Part 2     • Unit 6: Day 07
		Finishing the Journal
CONTENT STANDARD	ND.4.W.	Writing Standards
BENCHMARK GRADE LEVEL	4.W.9.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support
EXPECTATION	4.00.0.	analysis, reflection, and research.
INDICATOR	4.W.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").  WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 17 Nonfiction Choice Cards Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 05 Dialogue and Punctuation Unit 5: Day 12 Response to Text

		Unit 5: Day 13 Compare and Contrast
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").  WritingCity  Unit 2: Day 16 Intro to Response to Text Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 17 Nonfiction Choice Cards Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
CONTENT STANDARD	ND.4.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
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INDICATOR	4.L.1.e.	Use relative pronouns (who, whose, whom, which, that).  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 2: Day 10  Scoring With A Rubric - Part 2  • Unit 3a: Day 06  Glows and Grows - Part 1  • Unit 6: Day 08  Glows and Grows
INDICATOR	4.L.1.e. 4.L.1.f.	Use relative pronouns (who, whose, whom, which, that).  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08
		Use relative pronouns (who, whose, whom, which, that).  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08 Glows and Grows  Use relative adverbs (where, when, why).  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08
INDICATOR	4.L.1.f.	Use relative pronouns (who, whose, whom, which, that).  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08 Glows and Grows  Use relative adverbs (where, when, why).  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08 Glows and Grows

INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 2: Day 10 Scoring With A Rubric - Part 2  • Unit 3a: Day 10 Editing With A Checklist  • Unit 3b: Day 13 Editing  • Unit 4: Day 09 Revising Ears  • Unit 4: Day 10 Editing Glasses  • Unit 5: Day 01 What is a Legend?  • Unit 5: Day 09 Editing
INDICATOR	4.L.1.m.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  WritingCity  • Unit 1: Day 07  6 Traits: Conventions  • Unit 3a: Day 06  Glows and Grows - Part 1  • Unit 3b: Day 11  Verbs, Verbs, Verbs!  • Unit 3b: Day 13  Editing  • Unit 5: Day 02  Descriptive Words and Progressive Verb Tenses  • Unit 5: Day 03  1st or 3rd Person Narrators  • Unit 6: Day 08  Glows and Grows
INDICATOR	4.L.1.o.	Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.  WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
CONTENT STANDARD	ND.4.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.  WritingCity

	11	10
		Unit 2: Day 04 Writing With Sensory Details     Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses     Unit 5: Day 04 Legend Planning Wheels     Unit 5: Day 08 Check-in and Write!
INDICATOR	4.L.1.x.	Explain the function of an adjective.  WritingCity Unit 2: Day 04 Writing With Sensory Details Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 08 Check-in and Write!
INDICATOR	4.L.1.z.	Form and use prepositional phrases.  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 09 Revising for Similes and Sensory Details Unit 4: Day 09 Revising Ears Unit 5: Day 07 Ready, Set, Write! Unit 6: Day 08 Glows and Grows
CONTENT STANDARD	ND.4.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending
		rules, meaningful word parts).  WritingCity  Unit 1: Day 07  Traits: Conventions  Unit 2: Day 10 Scoring With A Rubric - Part 2  Unit 3a: Day 06 Glows and Grows - Part 1  Unit 3a: Day 10 Editing With A Checklist  Unit 3b: Day 13 Editing  Unit 4: Day 10 Editing Glasses  Unit 5: Day 09 Editing
CONTENT STANDARD BENCHMARK	ND.4.L.	rules, meaningful word parts).  WritingCity  Unit 1: Day 07  Traits: Conventions  Unit 2: Day 10 Scoring With A Rubric - Part 2  Unit 3a: Day 06 Glows and Grows - Part 1  Unit 3a: Day 10 Editing With A Checklist  Unit 3b: Day 13 Editing  Unit 4: Day 10 Editing Glasses  Unit 5: Day 09

GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	4.L.2.h.	Use a comma before a coordinating conjunction in a compound sentence.  WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 09 Editing Unit 6: Day 08 Glows and Grows
CONTENT STANDARD	ND.4.L.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	WritingCity  • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 0 Definitions • Unit 3b: Day 0 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06

		Analyzing the Student Sample  • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1  • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2  • Unit 4: Day 09 Revising Ears  • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses  • Unit 5: Day 04 Legend Planning Wheels  • Unit 5: Day 06 Uno, Dos, Traits!  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Guided Note-Taking Journal - Part 2  • Unit 6: Day 07 Finishing the Journal  • Unit 6: Day 08 Glows and Grows  • Unit 6: Day 09 Guided Note-Taking Journal - Part 3  • Unit 6: Day 10 Planning Continued  • Unit 6: Day 11 Ready, Set, Write!  • Unit 6: Day 12 Just Keep Writing, Just Keep Writing!  • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
CONTENT STANDARD	ND.4.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	4.L.5.a.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  WritingCity  • Unit 1: Day 06 6 Traits: Word Choice  • Unit 1: Day 08 Getting Ready for Core Writing  • Unit 1: Day 09 Getting Ready for Core Writing  • Unit 3a: Day 09 Revising for Similes and Sensory Details
INDICATOR	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2
CONTENT STANDARD	ND.4.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	4.L.6.	Acquire and use accurately grade-appropriate general academic

precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## **WritingCity**

- Unit 1: Day 06
- 6 Traits: Word Choice
- Unit 2: Day 01

## Strong Verbs

- Unit 2: Day 02
- Strong vs. Weak Verbs
- Unit 2: Day 03

Honoring Good Writing With Revision

• Unit 2: Day 04

Writing With Sensory Details

Unit 2: Day 05

Transitioning Smoothly

Unit 3a: Day 04

Formal Writing

• Unit 3a: Day 07

Glows and Grows - Part 2

Unit 3a: Day 09

Revising for Similes and Sensory Details

Revising for Simil
• Unit 3b: Day 03

Definitions

Unit 3b: Day 05

Focus Skill Writing

Unit 3b: Day 06

Domain-Specific Vocabulary

Unit 3b: Day 10

**Formal Writing** 

• Unit 3b: Day 11

Verbs, Verbs, Verbs!

• Unit 3b: Day 12

Revising with A.R.M.S.

Unit 3b: Day 17

**Nonfiction Choice Cards** 

• Unit 4: Day 06

Analyzing the Student Sample

• Unit 4: Day 07

Formal Writing: Opinion Piece - Part 1

• Unit 4: Day 08

Formal Writing: Opinion Piece - Part 2

• Unit 4: Day 09

Revising Ears

• Unit 5: Day 02

Descriptive Words and Progressive Verb Tenses

• Unit 5: Day 04

Legend Planning Wheels

Unit 5: Day 06

Uno, Dos, Traits!

• Unit 6: Day 05

**Paraphrasing** 

• Unit 6: Day 06

Guided Note-Taking Journal - Part 2

• Unit 6: Day 07

Finishing the Journal

Unit 6: Day 08

Glows and Grows

• Unit 6: Day 09

Guided Note-Taking Journal - Part 3

• Unit 6: Day 10

Planning Continued

Unit 6: Day 11

Ready, Set, Write! • Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1

## North Dakota Academic Content Standards Language Arts

Grade: 5 - Adopted: 2017

CONTENT STANDARD	ND.5.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
		WritingCity  • Unit 2: Day 17 Intro to Response to Text
		Unit 2: Day 18     Ways Writers Respond to Reading     Unit 2: Day 19
		Writers Respond to Questions and Prompts  • Unit 2: Day 20
		Writers Respond Through Opinions  • Unit 2: Day 21
		Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
		Unit 3b: Day 12 Text Features, Main Ideas, and Details
		Unit 3b: Day 13     Nonfiction Text Features     Unit 3b: Day 14
		Nonfiction Choice Cards  • Unit 3b: Day 15
		Respond to Nonfiction Texts and Score  • Unit 3b: Day 16  Respond to Nonfiction Texts and Score
		Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template
		Unit 4: Day 15     Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
		WritingCity • Unit 5: Day 12
		Response to Historical Fiction Text  • Unit 5: Day 13  Response to Historical Fiction Text
GRADE LEVEL EXPECTATION	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		WritingCity • Unit 2: Day 21
		Read, Reread, Respond, and Score • Unit 2: Day 22
		Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past

CONTENT STANDARD	ND.5.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  WritingCity  • Unit 1: Day 04  Voice  • Unit 1: Day 08  Figurative Language  • Unit 1: Day 09  Metaphors & Similes  • Unit 2: Day 03  Sensory Images
CONTENT STANDARD	ND.5.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RL.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
CONTENT STANDARD	ND.5.RL.	Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.  WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score
CONTENT STANDARD	ND.5.RI.	Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text.  WritingCity  • Unit 2: Day 17 Intro to Response to Text  • Unit 2: Day 18 Ways Writers Respond to Reading  • Unit 2: Day 19 Writers Respond to Questions and Prompts  • Unit 2: Day 20 Writers Respond Through Opinions  • Unit 2: Day 21 Read, Reread, Respond, and Score  • Unit 2: Day 22 Read, Reread, Respond, and Score  • Unit 3b: Day 12

		Text Features, Main Ideas, and Details  • Unit 3b: Day 13  Nonfiction Text Features  • Unit 3b: Day 14  Nonfiction Choice Cards  • Unit 3b: Day 15  Respond to Nonfiction Texts and Score  • Unit 3b: Day 16  Respond to Nonfiction Texts and Score  • Unit 4: Day 14  Response to Text: Planning Template  • Unit 4: Day 15  Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.  WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 02 Purpose and Proof Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraphs Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 14 Response to Text: Two of a Kind Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 04 Guided Note-Taking Journal
		Paraphrasing  • Unit 6: Day 06  Analyzing a Peer's Work  • Unit 6: Day 07  Glows & Grows  • Unit 6: Day 08  Introducing the Rubric

CONTENT STANDARD	ND.5.RI.	Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14 Response to Text: Planning Template Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
CONTENT STANDARD	ND.5.RI.	Reading Standards for Informational/Nonfiction Text
BENCHMARK	ND.S.KI.	Integration of Knowledge and Ideas
GRADE LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support
EXPECTATION		particular points in a text, identifying which reasons and evidence supports which point(s).  WritingCity  • Unit 2: Day 17 Intro to Response to Text  • Unit 2: Day 19 Writers Respond to Questions and Prompts  • Unit 2: Day 21 Read, Reread, Respond, and Score  • Unit 2: Day 22 Read, Reread, Respond, and Score  • Unit 3a: Day 02 Purpose and Proof  • Unit 3b: Day 12 Text Features, Main Ideas, and Details  • Unit 3b: Day 13 Nonfiction Text Features  • Unit 3b: Day 14 Nonfiction Choice Cards  • Unit 3b: Day 15 Respond to Nonfiction Texts and Score  • Unit 3b: Day 16 Respond to Nonfiction Texts and Score  • Unit 4: Day 02 Fact/Opinion T-Chart  • Unit 4: Day 03 5 Square Paragraph Graphic Organizer  • Unit 4: Day 05 Facts and Opinions  • Unit 4: Day 13 Response to Text: Two of a Kind

Punit A: Day 14   Response to Text: Planning Template   - Unit 5: Day 12   Response to Historical Fiction Text   - Unit 5: Day 13   Response to Historical Fiction Text   - Unit 6: Day 03   Main ideas & Important Facts   - Unit 6: Day 05   Response to Historical Fiction Text   - Unit 6: Day 06   - Unit 6: Day 07   - Unit 6: Day 07   - Unit 6: Day 06   - Unit 6: Day 07   - Unit 6: Day 07   - Unit 6: Day 08			
to write or speak about the subject knowledgeably.  WritingCity - Unit 3b: Day 15 Respond to Nonfliction Texts and Score - Unit 3b: Day 16 Respond to Nonfliction Texts and Score - Unit 3b: Day 13 Respond to Nonfliction Texts and Score - Unit 4: Day 13 Response to Text: Two of a Kind - Unit 5: Day 12 Response to Historical Fiction Text - Unit 6: Day 04 Guided Note-Taking Journal - Unit 6: Day 05 Paraphrasing - Unit 6: Day 06 Analyzing a Peer's Work - Unit 6: Day 07 Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  BENCHMARK  Phonics and Word Recognition  Know and apply grade-level phonics and word analysis skills in decoding words.  INDICATOR  5.RF.3.a.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  WritingCity - Unit 6: Day 05 Paraphrasing - Unit 6: Day 05 Paraph			Response to Text: Planning Template  • Unit 5: Day 12 Response to Historical Fiction Text  • Unit 5: Day 13 Response to Historical Fiction Text  • Unit 6: Day 03 Main Ideas & Important Facts  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07 Glows & Grows  • Unit 6: Day 08
Unit 3b: Day 16   Respond to Nonfiction Texts and Score   Unit 4: Day 13   Response to Text: Two of a Kind   Unit 5: Day 12   Response to Historical Fiction Text   Unit 5: Day 13   Response to Historical Fiction Text   Unit 5: Day 13   Response to Historical Fiction Text   Unit 6: Day 04   Guided Note-Taking Journal   Unit 6: Day 05   Paraphrasing   Unit 6: Day 07   Glows & Grows      CONTENT STANDARD   ND.5.RF.   Reading Standards: Foundational Skills	-	5.RI.9.	to write or speak about the subject knowledgeably.  WritingCity  Unit 3b: Day 15
Response to Historical Fiction Text  • Unit 6: Day 04  Guided Mote-Taking Journal  • Unit 6: Day 05  Paraphrasing  • Unit 6: Day 06  Analyzing a Peer's Work  • Unit 6: Day 07  Glows & Grows   CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  Phonics and Word Recognition  Know and apply grade-level phonics and word analysis skills in decoding words.  INDICATOR  5.RF.3.a.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  WritingCity  • Unit 6: Day 05  Paraphrasing  • Unit 6: Day 06  Analyzing a Peer's Work  • Unit 6: Day 07  Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  Fluency  GRADE LEVEL  EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.			Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 12 Response to Historical Fiction Text
BENCHMARK GRADE LEVEL EXPECTATION  S.RF.3.  Know and apply grade-level phonics and word analysis skills in decoding words.  INDICATOR  S.RF.3.a.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  WritingCity Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  BENCHMARK  Fluency  GRADE LEVEL EXPECTATION  S.RF.4.  Read with sufficient accuracy and fluency to support comprehension.			Response to Historical Fiction Text  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07
BENCHMARK GRADE LEVEL EXPECTATION  S.RF.3.  Know and apply grade-level phonics and word analysis skills in decoding words.  INDICATOR  S.RF.3.a.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  WritingCity Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  BENCHMARK  Fluency  GRADE LEVEL EXPECTATION  S.RF.4.  Read with sufficient accuracy and fluency to support comprehension.	CONTENT STANDARD	ND.5.RF.	Reading Standards: Foundational Skills
EXPECTATION   decoding words.			
syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  BENCHMARK  Fluency  GRADE LEVEL EXPECTATION  Syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  Fluency  GRADE LEVEL EXPECTATION	0.0.0	5.RF.3.	
• Unit 6: Day 05 Paraphrasing     • Unit 6: Day 06 Analyzing a Peer's Work     • Unit 6: Day 07 Glows & Grows  CONTENT STANDARD  ND.5.RF.  Reading Standards: Foundational Skills  BENCHMARK  Fluency  GRADE LEVEL EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.	INDICATOR	5.RF.3.a.	syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of
BENCHMARK  GRADE LEVEL  EXPECTATION  Fluency  Fluency  Read with sufficient accuracy and fluency to support comprehension.			Unit 6: Day 05 Paraphrasing     Unit 6: Day 06 Analyzing a Peer's Work     Unit 6: Day 07
GRADE LEVEL 5.RF.4. Read with sufficient accuracy and fluency to support comprehension.	CONTENT STANDARD	ND.5.RF.	Reading Standards: Foundational Skills
EXPECTATION comprehension.	BENCHMARK		Fluency
INDICATOR   5.RF.4.a.   Read grade-level text with purpose and understanding.	-	5.RF.4.	comprehension.
	INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.

		WritingCity  • Unit 2: Day 17 Intro to Response to Text  • Unit 2: Day 18 Ways Writers Respond to Reading  • Unit 2: Day 19 Writers Respond to Questions and Prompts  • Unit 2: Day 21 Read, Reread, Respond, and Score  • Unit 2: Day 22 Read, Reread, Respond, and Score  • Unit 6: Day 04 Guided Note-Taking Journal  • Unit 6: Day 05 Paraphrasing  • Unit 6: Day 06 Analyzing a Peer's Work  • Unit 6: Day 07 Glows & Grows
CONTENT STANDARD	ND.5.W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	5.W.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  WritingCity Unit 4: Day 01 What is an Opinion Paper?
INDICATOR	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details.  WritingCity Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 Square Paragraphs Unit 4: Day 04 Square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 Traits Rubric Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR	5.W.1.c.	Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically).  WritingCity  • Unit 4: Day 08  Paragraphs 1 & 2  • Unit 4: Day 09  Paragraphs 3, 4, & 5
INDICATOR	5.W.1.d.	Provide a concluding statement or section related to the opinion presented.

		WritingCity
		• Unit 4: Day 04
		5 Square Paragraph Graphic Organizer
		• Unit 4: Day 05
		Facts and Opinions  • Unit 4: Day 06
		Kyle's Formal Writing Assessment
		• Unit 4: Day 07
		6 Traits Rubric
		• Unit 4: Day 09
		Paragraphs 3, 4, & 5
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
CONTENT STANDARD	ND.5.W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey
EXPECTATION		ideas and information clearly.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details,
		quotations, or other information and examples related to the topic.
		W. W
		WritingCity
		• Unit 2: Day 17
		Intro to Response to Text
		Unit 2: Day 18     Ways Writers Respond to Reading
		Unit 2: Day 19
		Writers Respond to Questions and Prompts
		Unit 2: Day 20
		Writers Respond Through Opinions
		• Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 3a: Day 04
		Let's Take Five
		• Unit 3a: Day 05
		Model the Plan
		• Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 10
		Revising Part 1 • Unit 3a: Day 11
		Revising Part 2
		• Unit 3b: Day 01
		Unit 3b: Day 01 Definitions and Details
		Unit 3b: Day 01     Definitions and Details     Unit 3b: Day 02
		Unit 3b: Day 01 Definitions and Details
		Unit 3b: Day 01 Definitions and Details     Unit 3b: Day 02 Brainstorming
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 12
		Unit 3b: Day 01 Definitions and Details Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 Square Paragraphs Unit 3b: Day 04 Square Paragraphs Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions

		Nonfiction Text Features  • Unit 3b: Day 14  Nonfiction Choice Cards  • Unit 3b: Day 15  Respond to Nonfiction Texts and Score  • Unit 3b: Day 16  Respond to Nonfiction Texts and Score  • Unit 4: Day 05  Facts and Opinions  • Unit 4: Day 14  Response to Text: Planning Template  • Unit 4: Day 15  Response to Text: Persuasive Letters  • Unit 6: Day 08  Introducing the Rubric  • Unit 6: Day 09  The 5 Square Graphic Organizer  • Unit 6: Day 11  Reviewing the Plan  • Unit 6: Day 12  Formal Writing - Part 1  • Unit 6: Day 13  Formal Writing - Part 2
INDICATOR	5.W.2.c.	Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially).  WritingCity  • Unit 3b: Day 05 Linking Ideas
		Unit 3b: Day 07     Formal Writing Assessment     Unit 3b: Day 08     Writing Strong Conclusions     Unit 6: Day 10     Linking Words
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  WritingCity  • Unit 3a: Day 01 Explanatory Writing  • Unit 3a: Day 03 Who is Stronger?  • Unit 3a: Day 07 3 Points  • Unit 3a: Day 08 Revising the End  • Unit 3a: Day 11 Revising Part 2  • Unit 3b: Day 03 5 Square Paragraphs  • Unit 3b: Day 07 Formal Writing Assessment  • Unit 3b: Day 08 Writing Strong Conclusions  • Unit 6: Day 14 Revising
INDICATOR	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.  WritingCity  Unit 3a: Day 02 Purpose and Proof

CONTENT STANDARD BENCHMARK	ND.5.W.	Unit 3a: Day 07 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions  Writing Standards  Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  WritingCity Unit 1: Day 02 Ideas Unit 2: Day 04 Character Description Unit 2: Day 12 Writing a Conclusion Unit 5: Day 01 What is Historical Fiction? Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 03 Planning Wheel 2 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1
INDICATOR	5.W.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 04 Character Description Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 12 Writing a Conclusion

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		Unit 5: Day 01 What is Historical Fiction? Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 03 Planning Wheel 2 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1
INDICATOR	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage
		the sequence of events.  WritingCity Unit 1: Day 03
		Organization
		• Unit 2: Day 05 Transition
		• Unit 3a: Day 03
		Who is Stronger?
		Unit 3a: Day 04     Let's Take Five
		• Unit 3a: Day 06
		Where I Live • Unit 3a: Day 07
		3 Points
		• Unit 3b: Day 05
		Linking Ideas  • Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions  • Unit 6: Day 10
		Linking Words
INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
		WritingCity
		• Unit 1: Day 04 Voice
		• Unit 1: Day 06
		Word Choice
		Unit 2: Day 01 Vary Sentences Part 1
		• Unit 2: Day 03
		Sensory Images • Unit 2: Day 04
		Character Description
		• Unit 3a: Day 04
		Let's Take Five • Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points • Unit 3a: Day 08
		Revising the End
INDICATOR	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
		WritingCity
		Unit 1: Day 03     Organization
		Organizad011

		Unit 2: Day 12 Writing a Conclusion Unit 3a: Day 02 Purpose and Proof Unit 3a: Day 07 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 5: Day 08 Revising Part 2
CONTENT STANDARD	ND.5.W.	Writing Standards
BENCHMARK GRADE LEVEL EXPECTATION	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  WritingCity  • Unit 1: Day 02 Ideas  • Unit 2: Day 07  Scoring with a Rubric Part 1  • Unit 2: Day 08  Scoring with a Rubric Part 2  • Unit 2: Day 11  Writing a Real Narrative  • Unit 2: Day 20  Writers Respond Through Opinions  • Unit 2: Day 21  Read, Reread, Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  • Unit 3a: Day 04  Let's Take Five  • Unit 3a: Day 05  Model the Plan  • Unit 3a: Day 06  Where I Live  • Unit 3a: Day 07  3 Points  • Unit 3a: Day 07  3 Points  • Unit 3a: Day 01  Revising Part 1  • Unit 3b: Day 01  Definitions and Details  • Unit 3b: Day 04  5 Square Paragraphs  • Unit 3b: Day 07  Formal Writing Assessment  • Unit 3b: Day 08  Writing Strong Conclusions  • Unit 4: Day 08  Paragraphs 1 & 2  • Unit 4: Day 09  Paragraphs 3, 4, & 5

1–3 up to and including grade 5.)  WritingCity  Unit 1: Day 01 Topics I Can Write About Unit 2: Day 07 Scoring with a Rubric Part 1 Unit 2: Day 08 Scoring with a Rubric Part 2 Unit 2: Day 10 Planning to Write Unit 2: Day 10 Planning to Write Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writing and Reflecting Unit 2: Day 17 Intro to Response to Text Unit 2: Day 19 Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 20 Writers Respond Through Opinions Unit 2: Day 21 Read, Reread, Respond, and Score Unit 3: Day 25 Read, Reread, Respond, and Score Unit 3: Day 06 Model the Plan Unit 3a: Day 06 Where I Live Unit 3a: Day 06 Where I Live Unit 3a: Day 06 Where I Live Unit 3a: Day 06			Half E. Davida
- Unit 5: Day 05 Developing Characters - Unit 5: Day 09 Editing - Unit 5: Day 19 Editing - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 6: Day 13 Introducing the Rubric - Unit 6: Day 14 Formal Writing - Part 1 - Unit 6: Day 14 Revising - Unit 7: Day 10 Formal Writing - Part 2 - Unit 6: Day 14 Revising - Unit 7: Day 01 Topics 1 Can Write About - Unit 7: Day 01 Formal Writing - Part 1 - Unit 7: Day 01 Formal Writing - Part 1 - Unit 7: Day 01 Formal Writing - Part 1 - Unit 7: Day 10 Planning to Write - Unit 7: Day 10 Planning to Write - Unit 7: Day 14 Revising - Unit 7: Day 16 Writing Chity - Unit 7: Day 16 Writing and Reflecting - Unit 7: Day 16 Writing and Reflecting - Unit 7: Day 16 Writing Respond to Reading - Unit 7: Day 16 Writers Respond to Questions and Prompts - Unit 7: Day 20 Writers Respond to Questions and Prompts - Unit 7: Day 20 Writers Respond to Questions and Prompts - Unit 7: Day 22 Read, Reread, Respond, and Score - Unit 7: Day 22 Read, Reread, Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond, and Score - Unit 7: Day 20 Writers Respond Or Questions and Prompts - Unit 7: Day 20 Writers Respond Or Questions and Prompts - Unit 7: Day 20 Responded Or Prompts - Unit 8: Day 20			
Developing Characters  - Unit 5: Day 06  Writing and Commas  - Unit 5: Day 12  Response to Historical Fiction Text  - Unit 5: Day 13  Response to Historical Fiction Text  - Unit 5: Day 13  Response to Historical Fiction Text  - Unit 6: Day 18  Response to Historical Fiction Text  - Unit 6: Day 18  Response to Historical Fiction Text  - Unit 6: Day 18  Response to Historical Fiction Text  - Unit 6: Day 14  Revising  - Unit 6: Day 15  Editing  - Editing, rewriting, or trying a new approach, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)  WritingCity  - Unit 1: Day 07  Scoring with a Rubric Part 1  - Unit 2: Day 07  Scoring with a Rubric Part 1  - Unit 2: Day 10  Planning to Write  - Unit 2: Day 13  Scoring with a Rubric  - Unit 2: Day 14  Revising  - Unit 2: Day 15  Editing  - Unit 2: Day 16  Writing and Reflecting  - Unit 2: Day 16  Writing and Reflecting  - Unit 2: Day 16  Writing and Reflecting  - Unit 2: Day 16  Writers Respond to Reading  - Unit 2: Day 19  Writers Respond to Questions and Prompts  - Unit 2: Day 20  Writers Respond, and Score  - Unit 2: Day 22  Read, Reread, Respond, and Score  - Unit 3: Day 07  Model the Plan  - Unit 3: Day 07			
- Unit 5: Day 08 Writing and Commas - Unit 5: Day 19 Editing - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 6: Day 13 Response to Historical Fiction Text - Unit 6: Day 14 Revising - Unit 6: Day 13 Formal Writing - Part 1 - Unit 6: Day 14 Revising - Unit 6: Day 15 Editing - Unit 6: Day 15 Editing - Unit 6: Day 15 Editing - Unit 6: Day 15 Revising - Unit 6: Day 15 Revising - Unit 6: Day 16 Revising - Unit 6: Day 17 Revising - Unit 6: Day 16 Revising - Unit 7: Day 01 Revising - Unit 7: Day 10 Revising - Unit 7: Day 16 Revising - Unit 7: Day 18 Revising - Unit 7: Day 18 Revising - Unit 7: Day 18 Revising - Unit 7: Day 19 Revising - Unit 7: Day 18 Revising - Unit 7: Day 19 Revising - Unit 7: Day 20 Revision - Unit 7: Day 20 Rev			
Writing and Commas  - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 5: Day 18 Introducing the Rubric - Unit 6: Day 14 - Unit 6: Day 14 - Formal Writing - Part 1 - Unit 6: Day 13 - Formal Writing - Part 2 - Unit 6: Day 14 - Revising - Unit 6: Day 14 - Revising - Unit 6: Day 15 - Editing - Unit 6: Day 16 - Editing - Unit 6: Day 17 - Unit 6: Day 18 - WritingCity - Unit 7: Day 19 - Unit 7: Day 19 - Unit 7: Day 19 - Unit 8: Day 29 -			
Editing - Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 6: Day 13 Response to Historical Fiction Text - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 - Unit 6: Day 14 Revising - Unit 6: Day 15 Editing - Unit 6: Day 15 Editing - Unit 6: Day 15 Editing - Unit 6: Day 16 EXPECTATION  5.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 07 Scoring with a Rubric Part 1 - Unit 2: Day 10 Planning to Write - Unit 2: Day 10 Planning to Write - Unit 2: Day 14 Revising - Unit 2: Day 14 Revising - Unit 2: Day 15 Editing - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 16 Writers Respond to Reading - Unit 2: Day 19 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Reading - Unit 2: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 06 Where I Live - Unit 3: Day 06 Where I Live - Unit 3: Day 07			
- Unit 5: Day 12 Response to Historical Fiction Text - Unit 5: Day 13 Response to Historical Fiction Text - Unit 6: Day 08 Introducing the Rubric - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 - Unit 6: Day 14 Revising - Unit 6: Day 15 Editing  GRADE LEVEL EXPECTATION     Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)    WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 07 Scoring with a Rubric Part 1 - Unit 2: Day 08 Scoring with a Rubric Part 2 - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 14 Revising - Unit 2: Day 15 Editing - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 16 Writers Respond to Reading - Unit 2: Day 18 Ways Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Prompts - Unit 2: Day 20 Read, Reread, Respond, and Score - Unit 3: Day 06 Where I Live - Unit 3: Day 06 Where I Live - Unit 3: Day 07			
Response to Historical Fiction Text  - Unit 6: Day 13 Response to Historical Fiction Text - Unit 6: Day 08 Introducing the Rubric - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 - Unit 6: Day 14 Revising - Unit 6: Day 15 Editing EXPECTATION  S.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 10 Scoring with a Rubric Part 1 - Unit 2: Day 13 Scoring with a Rubric Part 2 - Unit 2: Day 14 Revising - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 14 Revising - Unit 2: Day 15 Editing - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 16 Writers Respond to Questions and Prompts - Unit 2: Day 19 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Prompts - Unit 2: Day 21 Read, Reread, Respond, and Score - Unit 2: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 06 Where I Live - Unit 2: Day 07			Editing
Unit 5: Day 13   Response to Historical Fiction Text    - Unit 6: Day 08   Introducing the Rubric    - Unit 6: Day 12   Formal Writing - Part 1    - Unit 6: Day 13   Formal Writing - Part 2    - Unit 6: Day 14   Revising    - Unit 6: Day 15   Editing    - Unit 6: Day 15   Editing    - Unit 6: Day 16   Editing    - Unit 6: Day 17   Editing    - Unit 7: Day 18   Editing    - Unit 8: Day 19   Editing    - Unit 9: Day 10   Editing    - Unit 1: Day 01   Editing    - Unit 2: Day 10   Editing    - Unit 2: Day 10   Editing    - Unit 2: Day 13   Editing    - Unit 2: Day 14   Editing    - Unit 2: Day 15   Editing    - Unit 2: Day 16   Editing    - Unit 2: Day 16   Writers    - Unit 2: Day 17   Intro to Response to Text    - Unit 2: Day 18   Ways Writers Respond to Reading    - Unit 2: Day 19   Unit 2: Day 19   Writers Respond to Questions and Prompts    - Unit 2: Day 20   Writers Respond to Questions and Prompts    - Unit 2: Day 20   Writers Respond to Reading    - Unit 2: Day 20   Writers Respond and Score    - Unit 2: Day 20   Read, Reread, Respond, and Score    - Unit 3: Day 06   Where I Live    - Unit 3: Day 06   Where I Live    - Unit 3: Day 07   Unit 12: Day 06    - Unit 3: Day 06   Where I Live    - Unit 3: Day 07   Unit 2: Day 07			
Response to Historical Fiction Text  - Unit 6: Day 08 Introducing the Rubric - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 - Unit 6: Day 14 Revising - Unit 6: Day 15 Editing EXPECTATION  S.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 10 Scoring with a Rubric Part 1 - Unit 2: Day 10 Planning to Write - Unit 2: Day 13 Scoring with a Rubric Part 2 - Unit 2: Day 14 Revising - Unit 2: Day 14 Revising - Unit 2: Day 15 Editing - Unit 2: Day 15 Editing - Unit 2: Day 16 Writters Respond to Reading - Unit 2: Day 17 Intro to Response to Text - Unit 2: Day 18 Ways Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond to Questions and Score - Unit 2: Day 22 Read, Reread, Respond, and Score - Unit 2: Day 22 Read, Reread, Respond, and Score - Unit 3: Day 06 Where I Live - Unit 2: Day 27 - Unit 2: Day 20 Writers Day 20 Writers Respond to Questions and Score - Unit 3: Day 06 Where I Live - Unit 3: Day 07			
# Unit 6: Day 08 Introducing the Rubric # Unit 6: Day 12 Formal Writing - Part 1 # Unit 6: Day 13 Formal Writing - Part 2 # Unit 6: Day 15 # Editing # Unit 6: Day 15 # Editing    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  # WritingCity # Unit 1: Day 01 # Topics I Can Write About # Unit 2: Day 07 # Scoring with a Rubric Part 1 # Unit 2: Day 10 # Planning to Write # Unit 2: Day 10 # Planning to Write # Unit 2: Day 13 # Scoring with a Rubric # Unit 2: Day 14 # Revising # Unit 2: Day 15 # Editing # Unit 2: Day 16 # Writing and Reflecting # Unit 2: Day 17 # Intro to Response to Text # Unit 2: Day 19 # Writers Respond to Reading # Unit 2: Day 19 # Writers Respond to Questions and Prompts # Unit 2: Day 20 # Writers Respond, and Score # Unit 3: Day 20 # Writers Respond, and Score # Unit 3: Day 20 # Writers Respond, and Score # Unit 3: Day 20 # Writers Respond, and Score # Unit 3: Day 20 # Where I Live # Unit 3: Day 06 # Where I Live # Unit 3: Day 06 # Where I Live # Unit 3: Day 07			
Introducing the Rubric Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2 Unit 6: Day 14 Revising Unit 6: Day 15 Editing  S.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity Unit 1: Day 01 Topics I Can Write About Unit 2: Day 07 Scoring with a Rubric Part 1 Unit 2: Day 16 Planning to Write Unit 2: Day 14 Revising Unit 2: Day 13 Scoring with a Rubric Unit 2: Day 14 Revising Unit 2: Day 15 Editing Unit 2: Day 16 Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 20 Writers Respond, and Score Unit 3: Day 21 Read, Reread, Respond, and Score Unit 3: Day 22 Read, Reread, Respond, and Score Unit 3: Day 20 Writers Respond, and Score Unit 3: Day 20 Model the Plan Unit 3: Day 06 Where I Live Unit 3: Day 06 Where I Live Unit 3: Day 06			
- Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 - Unit 6: Day 15 Editing Unit 6: Day 15 Editing  EXPECTATION  5.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)  WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 07 Scoring with a Rubric Part 1 - Unit 2: Day 10 Planning to Write - Unit 2: Day 10 Planning to Write - Unit 2: Day 13 Scoring with a Rubric Part 2 - Unit 2: Day 14 Revising - Unit 2: Day 14 Revising - Unit 2: Day 15 Editing - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 17 Intro to Response to Text - Unit 2: Day 19 Writers Respond to Questions and Prompts - Unit 2: Day 20 Writers Respond, and Score - Unit 3: Day 20 Writers Respond, and Score - Unit 3: Day 20 Writers Respond, and Score - Unit 3: Day 20 Model the Plan - Unit 3: Day 06 Where I Live - Unit 3: Day 06			
Formal Writing - Part 1			S .
### S.W.5.  GRADE LEVEL EXPECTATION  5.W.5.  GRADE LEVEL EXPECTATION  5.W.5.    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)    WritingCity			
Formal Writing - Part 2			
GRADE LEVEL EXPECTATION  5.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Writers Respond to Reading • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06			
GRADE LEVEL EXPECTATION  5.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)  WritingCity - Unit 1: Day 01 Topics I Can Write About - Unit 2: Day 07 Scoring with a Rubric Part 1 - Unit 2: Day 08 Scoring with a Rubric Part 2 - Unit 2: Day 10 Planning to Write - Unit 2: Day 13 Scoring with a Rubric - Unit 2: Day 14 Revising - Unit 2: Day 15 Editing - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 16 Writing and Reflecting - Unit 2: Day 17 Intro to Response to Text - Unit 2: Day 18 Ways Writers Respond to Reading - Unit 2: Day 20 Writers Respond Through Opinions - Unit 2: Day 20 Writers Respond, and Score - Unit 2: Day 21 Read, Reread, Respond, and Score - Unit 3: Day 06 Where I Live - Unit 3: Day 06 Where I Live - Unit 3: Day 07			
GRADE LEVEL EXPECTATION  5.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity  • Unit 1: Day 01  Topics I Can Write About  • Unit 2: Day 07  Scoring with a Rubric Part 1  • Unit 2: Day 10  Planning to Write  • Unit 2: Day 13  Scoring with a Rubric  • Unit 2: Day 14  Revising  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 2: Day 16  Writing and Reflecting  • Unit 2: Day 16  Writing and Reflecting  • Unit 2: Day 19  Ways Writers Respond to Reading  • Unit 2: Day 19  Writers Respond to Questions and Prompts  • Unit 2: Day 20  Writers Respond And Score  • Unit 2: Day 20  Writers Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  • Unit 3a: Day 06  Where I Live  • Unit 3a: Day 06  Where I Live  • Unit 3a: Day 07			Revising
GRADE LEVEL EXPECTATION  5.W.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity  • Unit 1: Day 01 Topics I Can Write About  • Unit 2: Day 07 Scoring with a Rubric Part 1  • Unit 2: Day 10 Planning to Write  • Unit 2: Day 13 Scoring with a Rubric  • Unit 2: Day 14 Revising  • Unit 2: Day 15 Editing  • Unit 2: Day 16 Writing and Reflecting  • Unit 2: Day 17 Intro to Response to Text  • Unit 2: Day 18 Ways Writers Respond to Reading  • Unit 2: Day 19 Writers Respond to Questions and Prompts  • Unit 2: Day 20 Writers Respond Through Opinions  • Unit 2: Day 21 Read, Reread, Respond, and Score  • Unit 2: Day 22 Read, Reread, Respond, and Score  • Unit 3a: Day 05 Model the Plan  • Unit 3a: Day 06 Where I Live  • Unit 3a: Day 06			
editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity • Unit 1: Day 07 Topics I Can Write About • Unit 2: Day 08 Scoring with a Rubric Part 1 • Unit 2: Day 10 Planning to Write • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06			Editing
editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity • Unit 1: Day 07 Topics I Can Write About • Unit 2: Day 08 Scoring with a Rubric Part 1 • Unit 2: Day 10 Planning to Write • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 15 Editing • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Intro to Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06	GRADE LEVEL	5.W.5.	Develop and strengthen writing as needed by planning, revising.
conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  WritingCity  • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 05 Model the Plan • Unit 3: Day 06 Where I Live • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06	EXPECTATION		
WritingCity  • Unit 1: Day 01 Topics I Can Write About  • Unit 2: Day 07 Scoring with a Rubric Part 1  • Unit 2: Day 08 Scoring with a Rubric Part 2  • Unit 2: Day 10 Planning to Write  • Unit 2: Day 13 Scoring with a Rubric  • Unit 2: Day 14 Revising  • Unit 2: Day 15 Editing  • Unit 2: Day 16 Writing and Reflecting  • Unit 2: Day 17 Intro to Response to Text  • Unit 2: Day 18 Ways Writers Respond to Reading  • Unit 2: Day 19 Writers Respond to Questions and Prompts  • Unit 2: Day 20 Writers Respond Through Opinions  • Unit 2: Day 21 Read, Reread, Respond, and Score  • Unit 3a: Day 05 Model the Plan  • Unit 3a: Day 06 Where I Live  • Unit 3a: Day 06 Where I Live  • Unit 3a: Day 06 Where I Live  • Unit 3a: Day 06			conventions should demonstrate command of Language standards
• Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06			1–3 up to and including grade 5.)
• Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 06 Where I Live			
Topics I Can Write About  Unit 2: Day 07 Scoring with a Rubric Part 1  Unit 2: Day 08 Scoring with a Rubric Part 2  Unit 2: Day 10 Planning to Write  Unit 2: Day 13 Scoring with a Rubric  Unit 2: Day 13 Scoring with a Rubric  Unit 2: Day 14 Revising  Unit 2: Day 15 Editing  Unit 2: Day 16 Writing and Reflecting  Unit 2: Day 17 Intro to Response to Text  Unit 2: Day 17 Intro to Respond to Reading  Unit 2: Day 19 Writers Respond to Questions and Prompts  Unit 2: Day 20 Writers Respond Through Opinions  Unit 2: Day 21 Read, Reread, Respond, and Score  Unit 2: Day 22 Read, Reread, Respond, and Score  Unit 3a: Day 05 Model the Plan  Unit 3a: Day 06 Where I Live  Unit 3a: Day 07			
• Únit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 06 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07			
Scoring with a Rubric Part 1  • Unit 2: Day 08  Scoring with a Rubric Part 2  • Unit 2: Day 10  Planning to Write  • Unit 2: Day 13  Scoring with a Rubric  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 2: Day 16  Writing and Reflecting  • Unit 2: Day 17  Intro to Response to Text  • Unit 2: Day 18  Ways Writers Respond to Reading  • Unit 2: Day 18  Ways Writers Respond to Questions and Prompts  • Unit 2: Day 20  Writers Respond Through Opinions  • Unit 2: Day 21  Read, Reread, Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  • Unit 3a: Day 05  Model the Plan  • Unit 3a: Day 06  Where I Live  • Unit 3a: Day 06  Where I Live  • Unit 3a: Day 07			
• Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07			
Scoring with a Rubric Part 2  • Unit 2: Day 10  Planning to Write  • Unit 2: Day 13  Scoring with a Rubric  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 2: Day 16  Writing and Reflecting  • Unit 2: Day 17  Intro to Response to Text  • Unit 2: Day 18  Ways Writers Respond to Reading  • Unit 2: Day 19  Writers Respond to Questions and Prompts  • Unit 2: Day 20  Writers Respond Through Opinions  • Unit 2: Day 21  Read, Reread, Respond, and Score  • Unit 2: Day 22  Read, Reread, Respond, and Score  • Unit 3a: Day 05  Model the Plan  • Unit 3a: Day 06  Where I Live  • Unit 3a: Day 07			
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Unit 3a: Day 06     Where I Live     Unit 3a: Day 07			
Where I Live  • Unit 3a: Day 07			
• Unit 3a: Day 07			
3 Points			
• Unit 3a: Day 08			
Revising the End			
• Unit 3a: Day 09			• Unit 3a: Day 09

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

Unit 5: Day 10
 Compare the Past

		Unit 5: Day 11 Rubric and Reflect Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 08 Introducing the Rubric Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 11 Reviewing the Plan Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2 Unit 6: Day 14
		Revising  • Unit 6: Day 15  Editing  • Unit 6: Day 16  Scoring and Publishing
GRADE LEVEL EXPECTATION	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.  WritingCity  • Unit 6: Day 16
		Scoring and Publishing
CONTENT STANDARD	ND.5.W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  WritingCity Unit 6: Day 01 What is a Research Project? Unit 6: Day 02 Gathering Resources Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

WritingCity   Unit 5: Day 01   What is Historical Fiction?   Unit 6: Day 02   Gathering Resources   Unit 6: Day 04   Guided Note-Taking Journal   Unit 6: Day 05   Paraphrasing   Unit 6: Day 06   Analyzing a Peer's Work   Unit 6: Day 08   Analyzing a Peer's Work   Unit 6: Day 09   Paraphrasing   Unit 6: Day 09   Analyzing a Peer's Work   Unit 6: Day 09   The 5 Square Graphic Organizer   Unit 6: Day 10   Uniting Words   Unit 6: Day 11   Unit 6: Day 12   Formal Writing - Part 1   Unit 6: Day 12   Formal Writing - Part 2   Unit 6: Day 13   Formal Writing - Part 2   Unit 6: Day 14   Unit 6: Day 15   Formal Writing - Part 2   Unit 6: Day 16   Unit 6: Day 17   Unit 6: Day 18   Unit 6: Day 19   Unit 7: Day 18   Unit 7: Day 18   Unit 7: Day 18   Unit 7: Day 19   Unit 7: Day 20   Unit 8: Day 20   Unit		11	
What is Historical Fiction?   - Unit 6: Day 02   Gathering Resources   - Unit 6: Day 04   Guided Note-Taking Journal   - Unit 6: Day 06   Paraphrasing   - Unit 6: Day 06   Paraphrasing   - Unit 6: Day 07   Glows & Grows   - Unit 6: Day 07   Glows & Grows   - Unit 6: Day 07   Glows & Grows   - Unit 6: Day 10   Linking Words   - Unit 6: Day 10   Compare the from literary or informational texts to support snalysis, reflection, and research.   INDICATOR   S.W.9.			
Unit 6: Day 02   Gathering Resources   Unit 6: Day 04  Guided Note-Taking Journal   Unit 6: Day 05  Paraphrasing   Unit 6: Day 06  Analyzing a Peer's Work   Unit 6: Day 07  Glows 8 Grows   Unit 6: Day 09  The 5 Square Graphic Organizer   Unit 6: Day 10  Linking Words   Unit 6: Day 12  Formal Writing - Part 1   Unit 6: Day 12  Formal Writing - Part 2   Unit 6: Day 13  Formal Writing - Part 2   Unit 6: Day 13  Formal Writing - Part 2   Unit 6: Day 14  Formal Writing - Part 2   Unit 6: Day 15  Formal Writing - Part 2   Unit 6: Day 16  Formal Writing - Part 2   Unit 6: Day 18  Formal Writing - Part 2   Unit 6: Day 18  Formal Writing - Part 2   Unit 6: Day 18  Formal Writing - Part 2   Unit 6: Day 18  Formal Writing - Part 3   Unit 6: Day 18  Formal Writing - Part 3   Unit 6: Day 18  Formal Writing - Part 3   Unit 6: Day 18  Formal Writing Organizer   Unit 6: Day 18  Formal Writing Organizer   Unit 6: Day 19  Writers Respond to Reading   Unit 6: Day 19  Formal Writing Organizer   Unit 6: Day 10  Compare the Past   Unit 6: Day 10  Unit 6: Day 10  Thirto to Response to Historical Fiction Text   Unit 6: Day 19  Writers Respond to Reading   Unit 6: Day 10  Thirto to Response to Text   Unit 6: Day 19  Writers Respond to Reading   Unit 6: Day 19  Writers Respond to Text   Unit 6: D			
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# Unit 6: Day 06 Guided Note-Taking Journal # Unit 6: Day 05 Paraphrasing # Unit 6: Day 06 Analyzing a Peor's Work # Unit 6: Day 07 Glows & Grows # Unit 6: Day 07 Glows & Grows # Unit 6: Day 10 Linking Words # Unit 6: Day 10 Linking Words # Unit 6: Day 12 Formal Writing - Part 1 # Unit 6: Day 12 Formal Writing - Part 2 Formal Writing - Part 3 Formal Writing - Part 4 Formal - Part			
Guided Note-Taking Journal			
# Unit 6: Day 05 Paraphrasing # Unit 6: Day 06 Analyzing a Peor's Work # Unit 6: Day 07 Glows & Grows # Unit 6: Day 09 The 5 Square Graphic Organizer # Unit 6: Day 10 Linking Words # Unit 6: Day 10 Linking Words # Unit 6: Day 12 Formal Writing - Part 1 # Unit 6: Day 12 Formal Writing - Part 2  ### CONTENT STANDARD ### No.5.W. ### Writing - Part 2  ### Writing - Part 2  ### Writing - Part 2  ### CONTENT STANDARD ### Research to Build and Present Knowledge  ### Research to Filter And Presearch ### Research Research ### Unit 2: Day 13  ### Research Research Respond, and Score ### Unit 5: Day 17  ### Intro to Response to Text ### Unit 2: Day 17  ### Intro to Responds to Text ### Unit 2: Day 17  ### Intro to Responds to Text ### Unit 2: Day 17  ### Intro to Responds to Text ### Unit 2: Day 12  ### Read, Reread, Respond, and Score ### Unit 3: Day 22  ### Read, Reread, Respond, and Score #### Unit 3: Day 22  ### Read, Reread, Respond, and Score #### Unit 3: Day 22  ### Read, Reread, Respond, and Score #### Unit 3: Day 22  ### Read, Reread, Respond, and Score #### Unit 3: Day 22  ### Read, Reread, Respond, and Score #### Unit 3: Day 22  ### Read, Reread, Respond, and Score #### Unit 3: Day 22  ### Read, Reread, Respond, and			
Paraphrasing			
* Unit 6: Day 06   Analyzing a Peer's Work   * Unit 6: Day 07   Glows & Grows   * Unit 6: Day 09   The 5 Square Graphic Organizer   * Unit 6: Day 19   * Unit 6: Day 19   * Unit 6: Day 12   Formal Writing Part 1   * Unit 6: Day 13   Formal Writing - Part 2   * Unit 6: Day 13   Formal Writing - Part 2   * Unit 6: Day 13   Formal Writing - Part 2   * Unit 6: Day 13   Formal Writing - Part 2   * Unit 6: Day 13   Formal Writing - Part 2   * Unit 6: Day 13   Formal Writing - Part 2   * Unit 6: Day 13   Formal Writing - Part 2   Draw evidence from literary or informational texts to support analysis, reflection, and research.   INDICATOR			
Number   N			
Glows & Grows			Analyzing a Peer's Work
- Unit 6: Day 09 The 5 Square Graphic Organizer - Unit 6: Day 10 Linking Words - Unit 6: Day 12 Formal Writing - Part 1 - Unit 6: Day 13 Formal Writing - Part 2 Formal Writing - Part 3 Formal Writing - Part 4 Formal Writin			
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Unit 6: Day 10   Linking Words   Unit 6: Day 12   Formal Writing - Part 1   Unit 6: Day 13   Formal Writing - Part 2			
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* Unit 6: Day 12   Formal Writing - Part 1   * Unit 6: Day 13   Formal Writing - Part 2			
Formal Writing - Part 1   * Unit 6: Day 13     Formal Writing - Part 2			
*Unit 6: Day 13   Formal Writing - Part 2			
Secont No.   Writing Standards			
Research to Build and Present Knowledge			Formal Writing - Part 2
Semanth   Semanthh   Semanth	CONTENT STANDARD	ND.5.W.	Writing Standards
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* Unit 2: Day 18  Ways Writers Respond to Reading  • Unit 2: Day 19  Writers Respond to Questions and Prompts  • Unit 2: Day 21  Read, Reread, Respond, and Score  • Unit 2: Day 10  Compare the Past  • Unit 5: Day 12  Response to Historical Fiction Text  • Unit 5: Day 13  Response to Historical Fiction Text  INDICATOR  S.W.9.b.  Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").  WritingCity  • Unit 2: Day 17  Intro to Response to Text  • Unit 2: Day 19  Writers Respond to Questions and Prompts  • Unit 2: Day 21  Read, Reread, Respond, and Score  • Unit 3: Day 02  Purpose and Proof  • Unit 3b: Day 12			
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Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12			
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Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12			
• Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12			
Purpose and Proof • Unit 3b: Day 12			
Text Features, Main Ideas, and Details			
			Text Features, Main Ideas, and Details

		Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Nonfiction Choice Cards Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraphs Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14
		Response to Text: Planning Template  • Unit 5: Day 12 Response to Historical Fiction Text  • Unit 5: Day 13 Response to Historical Fiction Text  • Unit 6: Day 03 Main Ideas & Important Facts  • Unit 6: Day 04
		Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07
		Glows & Grows • Unit 6: Day 08 Introducing the Rubric
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.f.	Use verb tense to convey various times and sequences.  WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 12 Editing Unit 3b: Day 16 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 11 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan?

		Unit 6: Day 15     Editing
INDICATOR	5.L.1.i.	
INDICATOR	5.L.1.i.	Use correlative conjunctions (e.g., either/or, neither/nor).  WritingCity Unit 1: Day 05 Sentence Fluency Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 03 Sensory Images Unit 2: Day 09 Writing from Experience Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 11 Revising Part 2 Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10 Editing Unit 4: Day 10 Editing Unit 4: Day 11 Editing Unit 5: Day 04 What's the Plan? Unit 6: Day 15
		Editing
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.p.	Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
		WritingCity • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).  WritingCity
		• Unit 1: Day 07

		Q
		Conventions  • Unit 2: Day 15
		Editing
		• Unit 3a: Day 12
		Editing
		• Unit 3b: Day 06
		Carly's Formal Writing Assessment
		• Unit 3b: Day 10 Editing
		• Unit 4: Day 11
		Editing
		• Unit 5: Day 04
		What's the Plan?
		• Unit 6: Day 15
		Editing
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.f.	Use a comma to separate an introductory element from the rest of a sentence.
		MuitingCity
		WritingCity  • Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 05
		Transition
		• Unit 3a: Day 09
		Using Commas
		Unit 5: Day 04 What's the Plan?
		• Unit 5: Day 06
		Writing and Commas
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		WritingCity
		∥ • Unit 1: Dav 05
		• Unit 1: Day 05 Sentence Fluency
		Sentence Fluency • Unit 2: Day 14
		Sentence Fluency • Unit 2: Day 14 Revising
		Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15
		Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing
		Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09
		Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing
		Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1
		Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising  • Unit 4: Day 10
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising  • Unit 4: Day 10  Revising
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising  • Unit 4: Day 10
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising  • Unit 4: Day 10  Revising  • Unit 4: Day 11  Editing  • Unit 4: Day 11
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising  • Unit 4: Day 10  Revising  • Unit 4: Day 11  Editing  • Unit 4: Day 12  Scoring and Publishing
		Sentence Fluency  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing  • Unit 3a: Day 09  Using Commas  • Unit 3a: Day 10  Revising Part 1  • Unit 3b: Day 09  Revising  • Unit 4: Day 10  Revising  • Unit 4: Day 11  Editing  • Unit 4: Day 11

		Unit 6: Day 05     Paraphrasing
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.L.4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
INDICATOR	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  WritingCity  • Unit 1: Day 06  Word Choice  • Unit 3b: Day 01  Definitions and Details  • Unit 3b: Day 03  5 Square Paragraphs
CONTENT STANDARD	ND.5.L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	5.L.5.a.	Interpret figurative language, including similes and metaphors, in context.  WritingCity  • Unit 1: Day 04  Voice  • Unit 1: Day 08  Figurative Language  • Unit 1: Day 09  Metaphors & Similes  • Unit 2: Day 03
INDICATOR		Sensory Images
	5.L.5.b.	
INDICATOR	5.L.5.b.	Recognize and explain the meaning of common idioms, adages, and proverbs.  WritingCity  • Unit 5: Day 08
INDICATOR  CONTENT STANDARD		Recognize and explain the meaning of common idioms, adages, and proverbs.  WritingCity • Unit 5: Day 08 Revising Part 2  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  WritingCity • Unit 5: Day 07

GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		WritingCity
		• Unit 3a: Day 01
		Explanatory Writing
		• Unit 3a: Day 03
		Who is Stronger?
		• Unit 3a: Day 07
		3 Points
		• Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 11
		Revising Part 2
		• Unit 3b: Day 03
		5 Square Paragraphs
		• Unit 3b: Day 05
		Linking Ideas
		• Unit 3b: Day 07
		Formal Writing Assessment
		• Unit 3b: Day 08
		Writing Strong Conclusions
		• Unit 6: Day 10
		Linking Words
		• Unit 6: Day 14
		Revising

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