Main Criteria: South Dakota Content Standards
Secondary Criteria: Writing City
Subject: Language Arts
Grades: K, 1, 2, 3, 4, 5
Correlation Options: Show Correlated

South Dakota Content Standards

Language Arts

Grade: **K** - Adopted: **2018**

GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	CCR.5.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Writing City • 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
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	CCR.5.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing City • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment
STANDARD	CCR.5.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Writing City • Unit 6: Day 10 Scoring Research
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge

STANDARD	CCR.5.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Writing City • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing City • 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
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	CCR.5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Writing City • 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
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing City • 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 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 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 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
GOAL/STRAND	**SD.K.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	K.W.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. <u>Writing City</u> • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
STANDARD	K.W.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>Writing City</u> • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment
STANDARD	K.W.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <u>Writing City</u> • 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, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme

		• Unit 5: Day 05 Color Words Rhymes
GOAL/STRAND	SD.K.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing. <u>Writing City</u> • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
GOAL/STRAND	SD.K.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	K.W.7.	Participate in shared research and writing projects. <u>Writing City</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STANDARD	K.W.8.	With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources. <u>Writing City</u> • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III

		• Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
GOAL/STRAND	**SD.K.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**K.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	**K.L.1.a.**	**Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.** **<u>Writing City</u>** • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 • 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 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites
SUPPORTING SKILLS	K.L.1.b.	Use frequently occurring nouns and verbs. <u>Writing City</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write

		• Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 05 Color Words Rhymes
SUPPORTING SKILLS	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ Writing City • 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
SUPPORTING SKILLS	K.L.1.e.	Use the most frequently occurring prepositions Writing City • 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
SUPPORTING SKILLS	K.L.1.f.	Produce and expand complete sentences in shared language activities.

		Writing City • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
GOAL/STRAND	**SD.K.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**K.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	**K.L.2.a.**	**With prompting and support, capitalize the first word in a sentence and the pronoun I.** Writing City • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite

		• Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, 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
SUPPORTING SKILLS	K.L.2.b.	Recognize and name end punctuation. <u>Writing City</u> • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • 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
SUPPORTING SKILLS	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). <u>Writing City</u> • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 • 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** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites**
SUPPORTING SKILLS	**K.L.2.d.**	**Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** **<u>Writing City</u>** **• Unit 3a: Day 01** **Word Wall** **• Unit 3a: Day 02** **High Frequency Words** **• Unit 3a: Day 03** **More High Frequency Words** **• Unit 3a: Day 04** **Even More High Frequency Words**

		• Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research
GOAL/STRAND	**SD.K.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**K.L.5.**	**With prompting and support, explore word relationships and subtle differences in word meanings.**
SUPPORTING SKILLS	**K.L.5.b.**	**Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).** **Writing City** • Unit 5: Day 06 Opposites

South Dakota Content Standards

Language Arts

Grade: **1** - Adopted: **2018**

GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**CCR.5.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** **Writing City** • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write?

		• Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
STANDARD	CCR.5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <u>Writing City</u> • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 01 Planning a BME Writing Piece • Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation

		• Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**CCR.5.W.4.**	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **<u>Writing City</u>** • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09

		Exclamation! **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 01** **Planning a BME Writing Piece** **• Unit 2b: Day 02** **Writing a BME Piece** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 06** **Nouns** **• Unit 2b: Day 07** **Glows and Grows** **• Unit 2b: Day 08** **Temporal Words** **• Unit 2b: Day 09** **First, Second, Third** **• Unit 2b: Day 10** **Revising** **• Unit 2b: Day 11** **Applying the Focus Skills** **• Unit 2b: Day 12** **Revising with a Peer** **• Unit 2b: Day 13** **Revising Questions** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 2b: Day 15** **Writing Assessment** **• Unit 3: Day 01** **Why do we Write?** **• Unit 3: Day 02** **Reasons to Write** **• Unit 3: Day 04** **What is a Fact?** **• Unit 3: Day 05** **Planning for Informative Writing** **• Unit 3: Day 06** **Writing to Inform** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 10** **Pronouns** **• Unit 3: Day 11** **Sarah Went to the Museum** **• Unit 3: Day 12** **Adding a Conclusion** **• Unit 3: Day 13** **Planning the Writing Assessment**

		• Unit 3: Day 14 Informative/Explanatory Writing • Unit 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 • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
STANDARD	CCR.5.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> • Unit 6: Day 10 Editing Checklist
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	CCR.5.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Writing City</u> • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06

		Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing City • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	CCR.5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Writing City • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing City • 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 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 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 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	CCR.5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Writing City • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
STANDARD	CCR.5.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Writing City • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	1.W.2.	Write informative/explanatory texts that:
SUPPORTING SKILLS	1.W.2.a.	Name a topic. Writing City • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing

		as needed. <u>Writing City</u> • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 12 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 11 Revising the Assessment Piece • Unit 6: Day 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist
STANDARD	1.W.6.	With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively. <u>Writing City</u> • Unit 6: Day 10 Editing Checklist
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	1.W.7.	Participate in shared research and writing projects. <u>Writing City</u> • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.

		Writing City **• Unit 2a: Day 01** **Engaging Topics** **• Unit 2a: Day 02** **Plan and Write** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 04** **The Hook** **• Unit 2a: Day 05** **The Doctor's Office**
SUPPORTING SKILLS	**1.L.1.b.**	**Use common, proper, and possessive nouns.** **Writing City** **• 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?**
SUPPORTING SKILLS	**1.L.1.c.**	**Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).** **Writing City** **• Unit 3: Day 11** **Sarah Went to the Museum** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10**

		The Best Thing to Do With a Friend **• Unit 4: Day 11** **Assessment Writing**
SUPPORTING SKILLS	**1.L.1.d.**	**Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).** **<u>Writing City</u>** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 10** **Pronouns** **• Unit 3: Day 11** **Sarah Went to the Museum** **• Unit 3: Day 12** **Adding a Conclusion** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 05** **Adjectives** **• Unit 4: Day 06** **Reviewing the Focus Skills** **• Unit 4: Day 11** **Assessment Writing**
SUPPORTING SKILLS	**1.L.1.e.**	**Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).** **<u>Writing City</u>** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 10** **Pronouns** **• Unit 3: Day 11** **Sarah Went to the Museum** **• Unit 3: Day 12** **Adding a Conclusion** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 6: Day 04** **Verb Tenses** **• Unit 6: Day 05** **Glows and Grows** **• Unit 6: Day 07** **Assessment Writing** **• Unit 6: Day 08** **Finishing the Assessment**
SUPPORTING SKILLS	**1.L.1.f.**	**Use frequently occurring adjectives.**

		Writing City **• 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**
SUPPORTING SKILLS	**1.L.1.g.**	**Use frequently occurring conjunctions (e.g., and, but, or, so, because).** **Writing City** **• 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**
SUPPORTING SKILLS	**1.L.1.h.**	**Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).** **Writing City** **• Unit 6: Day 02** **The "How To" Plan** **• Unit 6: Day 03** **What Will You Need?**
SUPPORTING SKILLS	**1.L.1.i.**	**Use frequently occurring prepositions (e.g., during, beyond, toward).** **Writing City** **• 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**
SUPPORTING SKILLS	**1.L.1.j.**	**Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

		Writing City • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people. Writing City • 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 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08

		The Editing Checklist **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 02** **The "How To" Plan**
SUPPORTING SKILLS	**1.L.2.b.**	**Use end punctuation for sentences.** **<u>Writing City</u>** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 4: Day 02** **Prepositions** **• Unit 4: Day 03** **Stating your Opinion** **• Unit 4: Day 04** **Using Prepositions** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 10** **Editing Checklist**
SUPPORTING SKILLS	**1.L.2.d.**	**Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.** **<u>Writing City</u>** **• Unit 1: Day 01** **Learn More About Writing** **• Unit 1: Day 02** **We Are Writers** **• Unit 1: Day 03** **Sound Card Bingo**

		• Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
GOAL/STRAND	**SD.1.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**1.L.5.**	**With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.**
SUPPORTING SKILLS	**1.L.5.c.**	**Identify real-life connections between words and their use.** **<u>Writing City</u>** **• Unit 1: Day 05** **People and Events** **• Unit 1: Day 06** **Things and Places**
SUPPORTING SKILLS	**1.L.5.d.**	**Distinguish r differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.** **<u>Writing City</u>** **• Unit 6: Day 02**

		The "How To" Plan **• Unit 6: Day 05** **Glows and Grows** **• Unit 6: Day 07** **Assessment Writing** **• Unit 6: Day 08** **Finishing the Assessment**
GOAL/STRAND	**SD.1.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**1.L.6.**	**Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.** **Writing City** **• 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**

South Dakota Content Standards

Language Arts

Grade: **2** - Adopted: **2018**

GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**CCR.5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **Writing City** **• 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 • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words
GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**CCR.5.W.4.**	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **<u>Writing City</u>** • 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 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05

		Revising to Add Adjectives and Adverbs **• Unit 3a: Day 06** **Revising Checklist** **• Unit 3a: Day 07** **Glows and Grows** **• Unit 3a: Day 08** **Write Informative Text Part 1** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 10** **Revising Checklist** **• Unit 3a: Day 11** **Formal Writing Assessment: Plan** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 3b: Day 01** **Facts and Opinions** **• Unit 3b: Day 02** **Defining Nouns** **• Unit 3b: Day 03** **Defining Nouns Part 2** **• Unit 3b: Day 04** **Writing a Conclusion** **• Unit 3b: Day 05** **Varying Sentences** **• Unit 3b: Day 06** **Practicing Planning a 2 Paragraph Piece** **• Unit 3b: Day 07** **Practicing with Short and Long Sentences** **• Unit 3b: Day 09** **Planning** **• Unit 3b: Day 12** **Formal Writing Assessment: Planning** **• Unit 3b: Day 13** **Formal Writing Assessment - Part 1** **• Unit 3b: Day 14** **Formal Writing Assessment - Part 2** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing** **• Unit 3b: Day 17** **Formal Writing Assessment: Publishing** **• Unit 4: Day 01** **Facts and Opinions** **• Unit 4: Day 02** **Linking Words** **• Unit 4: Day 03** **Reflexive Pronouns** **• Unit 4: Day 04** **Revising and Editing with a Checklist** **• Unit 4: Day 05** **Peer Revising** **• Unit 4: Day 07** **Planning** **• Unit 4: Day 08** **Contractions** **• Unit 4: Day 09** **Revising and Editing** **• Unit 4: Day 10** **Writing a Letter** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing**

		• Unit 5: Day 01 Planning with a Story Strip Day 1 • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2
STANDARD	CCR.5.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Writing City</u> • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 13 Scoring with a Rubric • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 08 Revising with a Checklist • Unit 3b: Day 09 Planning • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 11 Editing • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 3b: Day 16 Formal Writing Assessment: Scoring • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 09

		Revising and Editing • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 08 Peer Revision • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
STANDARD	CCR.5.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> • 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
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Writing City</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2

GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	CCR.5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Writing City • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 13 Scoring with a Rubric • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 08 Revising with a Checklist • Unit 3b: Day 09 Planning • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 11 Editing • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 3b: Day 16 Formal Writing Assessment: Scoring • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 09 Revising and Editing • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 08 Peer Revision • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing City • 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
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	CCR.5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Writing City • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns
GOAL/STRAND	SD.2.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	2.W.2.	Write informative/explanatory texts that:
SUPPORTING SKILLS	2.W.2.b.	Use facts and definitions to develop points. Writing City • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 01 Facts and Opinions • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 04 Writing a Conclusion

		• Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 3b: Day 17 Formal Writing Assessment: Publishing • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2
GOAL/STRAND	SD.2.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	2.W.3.	Write narratives (e.g., story, poetry) that:
SUPPORTING SKILLS	2.W.3.a.	Recount a well-elaborated event or short sequence of events. <u>Writing City</u> • 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 • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words
SUPPORTING SKILLS	2.W.3.c.	Use temporal words to signal event order and provide a sense of closure. <u>Writing City</u> • 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 • Unit 5: Day 11

		Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words
GOAL/STRAND	SD.2.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Writing City • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 10 Revising Checklist • Unit 3a: Day 13 Scoring with a Rubric • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 08 Revising with a Checklist • Unit 3b: Day 09 Planning • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 11 Editing • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 3b: Day 16 Formal Writing Assessment: Scoring • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 09 Revising and Editing • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 08 Peer Revision • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
STANDARD	2.W.6.	With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively. Writing City • 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
GOAL/STRAND	SD.2.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	2.W.7.	Participate in shared research and writing projects. <u>Writing City</u> • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
GOAL/STRAND	SD.2.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	2.L.1.b.	Use collective nouns (e.g., group, herd, class). <u>Writing City</u> • 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
SUPPORTING SKILLS	2.L.1.c.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <u>Writing City</u> • 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

SUPPORTING SKILLS	**2.L.1.d.**	**Use reflexive pronouns (e.g., myself, ourselves).** **<u>Writing City</u>** **• Unit 4: Day 03** **Reflexive Pronouns** **• Unit 4: Day 04** **Revising and Editing with a Checklist** **• Unit 4: Day 05** **Peer Revising** **• Unit 4: Day 07** **Planning** **• Unit 4: Day 08** **Contractions** **• Unit 4: Day 09** **Revising and Editing** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing**
SUPPORTING SKILLS	**2.L.1.e.**	**Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).** **<u>Writing City</u>** **• 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**
SUPPORTING SKILLS	**2.L.1.f.**	**Use adjectives and adverbs, and choose between them depending on what is to be modified.** **<u>Writing City</u>** **• 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
SUPPORTING SKILLS	2.L.1.g.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). Writing City • 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
GOAL/STRAND	SD.2.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	2.L.2.a.	Capitalize holidays, product names, and geographic names. Writing City • 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

SUPPORTING SKILLS	**2.L.2.b.**	**Use commas in greetings and closings of letters. Use commas to separate single words in a series.** **<u>Writing City</u>** **• Unit 4: Day 10** **Writing a Letter** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing**
SUPPORTING SKILLS	**2.L.2.c.**	**Use an apostrophe to form contractions and singular possessives.** **<u>Writing City</u>** **• Unit 1: Day 07** **Traits: Conventions** **• Unit 3a: Day 08** **Write Informative Text Part 1** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 4: Day 08** **Contractions** **• Unit 4: Day 09** **Revising and Editing** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing** **• Unit 5: Day 06** **Possessive and Plural Nouns** **• Unit 5: Day 07** **Revising to Add Adjectives and Details** **• Unit 5: Day 09** **Formal Writing Assessment: Planning** **• Unit 5: Day 10** **Formal Writing Assessment**
SUPPORTING SKILLS	**2.L.2.d.**	**Spell grade appropriate high frequency words correctly.** **<u>Writing City</u>** **• Unit 1: Day 07** **Traits: Conventions** **• Unit 2: Day 08** **Narrative Writing: Temporal Words Day 1** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing** **• Unit 5: Day 04** **Writing in the Past Tense and Using Plural Nouns** **• Unit 5: Day 06** **Possessive and Plural Nouns**
SUPPORTING SKILLS	**2.L.2.e.**	**Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).** **<u>Writing City</u>** **• Unit 1: Day 07** **Traits: Conventions** **• Unit 2: Day 08** **Narrative Writing: Temporal Words Day 1** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing**

		• Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06 Possessive and Plural Nouns
SUPPORTING SKILLS	2.L.2.f.	Consult print and digital reference materials, as needed to check and correct spellings <u>Writing City</u> • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
GOAL/STRAND	SD.2.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	2.L.4.	Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.
SUPPORTING SKILLS	2.L.4.e.	Use print and digital reference materials to determine or clarify the meaning of words and phrases. <u>Writing City</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns
GOAL/STRAND	SD.2.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely. <u>Writing City</u> • 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

South Dakota Content Standards

Language Arts

Grade: **3** - Adopted: **2018**

GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	CCR.5.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Writing City • 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 • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD	CCR.5.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Writing City • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 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
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Craft and Structure

STANDARD	CCR.5.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Writing City • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD	CCR.5.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Writing City • Unit 4: Day 12 Response to Text- A Taste of Two
STANDARD	CCR.5.R.6.	Assess how point of view or purpose shapes the content and style of a text. Writing City • Unit 2: Day 18 Writers Respond to Questions and Prompts
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	CCR.5.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Writing City • Unit 4: Day 13 Response to Text- Comparing Two Texts
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	CCR.5.R.10.	Read and comprehend complex literary and informational texts independently and proficiently. Writing City • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	CCR.5.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Writing City • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04

		Voice **• Unit 3a: Day 07** **Wrap-Up Conclusions** **• Unit 3a: Day 08** **Score and Organize** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 03** **Facts, Definitions, and Details** **• Unit 3b: Day 04** **Linking and Transition Words** **• Unit 3b: Day 05** **Voice and Word Choice** **• Unit 3b: Day 07** **Revisiting Conclusions** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 14** **Scoring with a Rubric**
STANDARD	**CCR.5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **<u>Writing City</u>** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 05** **Sequencing and Linking Words** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 07**

		Writing the Whole Story **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 10** **Catchy Closures** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 03** **Planning Wheels** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **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**
GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**CCR.5.W.4.**	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **<u>Writing City</u>** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 05** **Sequencing and Linking Words** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 10** **Catchy Closures** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts**

		• Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 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 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14

		Response to Text- A Persuasive Letter **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 03** **Planning Wheels** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 09** **Linking and Transition Words** **• Unit 5: Day 10** **Possessives and Plurals, Oh My!** **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment** **• 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** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 12** **Revising Ears** **• Unit 6: Day 13** **Editing Glasses** **• Unit 6: Day 14** **Scoring with a Rubric**
STANDARD	**CCR.5.W.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **<u>Writing City</u>** **• Unit 1: Day 01** **Getting Ready to Write: Topics** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 11** **The 6 Traits Rubric** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 13** **Scoring with a Rubric**

		• Unit 2: Day 15 Editing--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response • 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**
STANDARD	**CCR.5.W.6.**	**Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** **<u>Writing City</u>** **• Unit 6: Day 15** **Publishing with Technology**
GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**CCR.5.W.7.**	**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** **<u>Writing City</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
STANDARD	CCR.5.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Writing City</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 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
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Writing City</u> • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 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
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	CCR.5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Writing City</u> • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment

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

		Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
GOAL/STRAND	SD.CCR.5.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	CCR.5.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Writing City</u> • 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
GOAL/STRAND	SD.CCR.5.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	CCR.5.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm
STANDARD	CCR.5.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <u>Writing City</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11

		Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 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
GOAL/STRAND	**SD.CCR.5.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 Editing--Glows 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
GOAL/STRAND	**SD.CCR.5.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	CCR.5.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Writing City</u> • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two

GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	CCR.5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Writing City • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
STANDARD	CCR.5.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Writing City • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment

		• Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
GOAL/STRAND	**SD.3.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**3.RL.1.**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** **Writing City** • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD	**3.RL.2.**	**Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.** **Writing City** • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD	**3.RL.3.**	**Describe characters in a story and explain how their actions contribute to the plot.** **Writing City** • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
GOAL/STRAND	**SD.3.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	**3.RL.4.**	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.** **Writing City** • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STANDARD	**3.RL.5.**	**Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.** **Writing City**

		• Unit 5: Day 18 Activate Thinking in Traditional Literature
STANDARD	3.RL.6.	The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters. Writing City • Unit 2: Day 18 Writers Respond to Questions and Prompts
GOAL/STRAND	SD.3.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Writing City • 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
STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea. Writing City • 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
GOAL/STRAND	SD.3.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Writing City • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two
STANDARD	3.RI.5.	Use text features and search tools to locate information relevant to a given topic efficiently. Writing City

		• 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
GOAL/STRAND	SD.3.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text. Writing City • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
STANDARD	3.RI.9.	Compare and contrast the main ideas and key details presented in two texts on the same topic. Writing City • Unit 4: Day 13 Response to Text- Comparing Two Texts
GOAL/STRAND	SD.3.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). Writing City • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. Writing City • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
GOAL/STRAND	SD.3.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding. Writing City • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20

		Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
GOAL/STRAND	SD.3.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
SUPPORTING SKILLS	3.W.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. Writing City • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
SUPPORTING SKILLS	3.W.1.b.	Provide reasons that support the opinion. Writing City • 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
SUPPORTING SKILLS	3.W.1.c.	Use grade level appropriate linking words and phrases to connect opinion and reasons. Writing City • 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
SUPPORTING SKILLS	3.W.1.d.	Provide a conclusion.

		Writing City • 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
GOAL/STRAND	SD.3.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details. Writing City • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 02 Becoming Experts • Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight

		• Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
SUPPORTING SKILLS	3.W.2.c.	Use grade level appropriate linking words and phrase to connect ideas within categories of information. <u>Writing City</u> • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 10 Formal Writing Assessment • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion. <u>Writing City</u> • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S
GOAL/STRAND	SD.3.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.3.	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
SUPPORTING SKILLS	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <u>Writing City</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising--Glows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 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
SUPPORTING SKILLS	3.W.3.b.	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>Writing City</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14

		Revising--Glows and Grows **• Unit 3a: Day 04** **Voice** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables**
SUPPORTING SKILLS	**3.W.3.c.**	**Use temporal words and phrases to signal event order.** **<u>Writing City</u>** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 05** **Sequencing and Linking Words** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 10** **Catchy Closures** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 03** **Planning Wheels** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **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**
SUPPORTING SKILLS	**3.W.3.d.**	**Provide a sense of closure conclusion (when appropriate to the genre).** **<u>Writing City</u>** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 10** **Catchy Closures**

		• Unit 5: Day 03 Planning Wheels • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment
GOAL/STRAND	SD.3.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Writing City</u> • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 11 Special Place • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response

		• Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses

		• Unit 6: Day 14 Scoring with a Rubric
STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) <u>Writing City</u> • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response • 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**
STANDARD	**3.W.6.**	**With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**

		Writing City • Unit 6: Day 15 Publishing with Technology
GOAL/STRAND	SD.3.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	3.W.7.	Conduct short research projects that build knowledge about a topic. Writing City • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
STANDARD	3.W.8.	Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Writing City • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 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
GOAL/STRAND	**SD.3.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	**3.W.10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** **<u>Writing City</u>** **• Unit 1: Day 01** **Getting Ready to Write: Topics** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 11** **The 6 Traits Rubric** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 13** **Scoring with a Rubric** **• Unit 2: Day 15** **Editing--Glows and Grows** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts** **• Unit 2: Day 19** **Using the Checklist** **• Unit 2: Day 20** **Read, Reread, Respond and Score** **• Unit 2: Day 21** **Read, Reread, Respond and Score** **• Unit 3a: Day 01** **Informational Writing** **• Unit 3a: Day 03** **Narrative vs. Non-Narrative** **• Unit 3a: Day 04** **Voice** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 3a: Day 09** **Score and Brainstorm** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 04** **Linking and Transition Words** **• Unit 3b: Day 09**

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

		• Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
GOAL/STRAND	**SD.3.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	**3.L.1.b.**	**Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.** **<u>Writing City</u>** **• Unit 1: Day 06** **6 Traits: Word Choice** **• Unit 2: Day 01** **Real Narrative** **• Unit 2: Day 02** **Adverbs** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 3b: Day 05** **Voice and Word Choice** **• Unit 4: Day 03** **Opinions and Advertising** **• Unit 4: Day 04** **What's Your Opinion?** **• Unit 4: Day 05** **5 Square Organizer** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 05** **Action Words** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables**
SUPPORTING SKILLS	**3.L.1.c.**	**Form and use regular and irregular plural nouns.**

		Writing City **• 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**
SUPPORTING SKILLS	**3.L.1.d.**	**Use abstract nouns (e.g., childhood).** **Writing City** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 01** **Real Narrative** **• Unit 6: Day 09** **Planning Continued**
SUPPORTING SKILLS	**3.L.1.e.**	**Form and use regular and irregular verbs.** **Writing City** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 05** **Action Words**
SUPPORTING SKILLS	**3.L.1.f.**	**Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk)** **Writing City** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 5: Day 04** **Fables and Focus**
SUPPORTING SKILLS	**3.L.1.g.**	**Ensure subject-verb and pronoun-antecedent agreement.** **Writing City** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 3a: Day 09** **Score and Brainstorm**
SUPPORTING SKILLS	**3.L.1.h.**	**Form and use adverbs and adjectives (comparative and superlative).** **Writing City** **• Unit 2: Day 02** **Adverbs** **• Unit 3b: Day 05** **Voice and Word Choice** **• Unit 3b: Day 08** **Uno, Dos, Traits**
SUPPORTING SKILLS	**3.L.1.i.**	**Use coordinating and subordinating conjunctions.** **Writing City** **• Unit 1: Day 05** **6 Traits: Sentence Fluency** **• Unit 2: Day 07** **Writing the Whole Story**

		• Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 5: Day 01 Meeting Aesop • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
SUPPORTING SKILLS	3.L.1.j.	Produce simple, compound, and complex sentences Writing City • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles. Writing City • 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
SUPPORTING SKILLS	3.L.2.b.	Use commas in addresses. Writing City • Unit 3b: Day 01 Becoming Authorities
SUPPORTING SKILLS	3.L.2.c.	Use commas and quotation marks in dialogue.

		Writing City **• 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** **Revising--Glows and Grows** **• Unit 3a: Day 04** **Voice** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables**
SUPPORTING SKILLS	**3.L.2.d.**	**Form and use possessives.** **Writing City** **• 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**
SUPPORTING SKILLS	**3.L.2.e.**	**Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.** **Writing City** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 15** **Editing--Glows 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 • Unit 5: Day 17 Editing Fables
GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect. <u>Writing City</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 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
GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
SUPPORTING SKILLS	3.L.4.d.	Use print and digital reference materials to determine or clarify meaning of words and phrases. <u>Writing City</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric

GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
SUPPORTING SKILLS	3.L.5.c.	Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Writing City • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits

GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. Writing City • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables

		• Unit 5: Day 16 Revising Fables

South Dakota Content Standards

Language Arts

Grade: **4** - Adopted: **2018**

GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	CCR.5.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Writing City</u> • 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
STANDARD	CCR.5.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Writing City</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 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 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 • 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
STANDARD	CCR.5.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Writing City • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 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 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 • 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
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	CCR.5.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Writing City • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

GOAL/STRAND	**SD.CCR.5.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	**CCR.5.R.9.**	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **Writing City** **• 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**
GOAL/STRAND	**SD.CCR.5.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**CCR.5.R.10.**	**Read and comprehend complex literary and informational texts independently and proficiently.** **Writing City** **• 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**
GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**CCR.5.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** **Writing City** **• 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**

STANDARD	CCR.5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Writing City • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	CCR.5.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing City • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 11 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing

		• Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12

		Just Keep Writing, Just Keep Writing! **• Unit 6: Day 13** **Formal Writing: Research Piece - Part 1**
STANDARD	**CCR.5.W.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **<u>Writing City</u>** **• Unit 1: Day 01** **Topics I Can Write About** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 05** **Transitioning Smoothly** **• Unit 2: Day 06** **A Character's Voice** **• Unit 2: Day 07** **The Conventions of Dialogue** **• Unit 2: Day 11** **Planning** **• Unit 2: Day 13** **Scoring Your Own Writing** **• Unit 2: Day 14** **Revising and Editing** **• Unit 2: Day 15** **Scoring Your Own Writing** **• Unit 2: Day 16** **Intro to Response to Text** **• Unit 2: Day 17** **Ways Writers Respond to Reading** **• Unit 2: Day 18** **Writers Respond to Questions & Prompts** **• Unit 2: Day 19** **Writers Respond Through Opinions** **• Unit 2: Day 20** **Read, Reread and Respond** **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 3a: Day 03** **Using the Planning Sheet** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3a: Day 05** **Reworking Conclusions** **• Unit 3a: Day 06** **Glows and Grows - Part 1** **• Unit 3a: Day 07** **Glows and Grows - Part 2** **• Unit 3a: Day 08** **Revising Strong Leads** **• Unit 3a: Day 09** **Revising for Similes and Sensory Details** **• Unit 3a: Day 10** **Editing With A Checklist** **• Unit 3b: Day 01** **Technological Innovations** **• Unit 3b: Day 02** **5 Square Paragraphs** **• Unit 3b: Day 08** **Revising** **• Unit 3b: Day 09** **Scoring Practice** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!**

		• Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing • Unit 3b: Day 14 Time to Reflect • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 4: Day 11 Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
STANDARD	CCR.5.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	CCR.5.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject

		under investigation. Writing City • 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
STANDARD	CCR.5.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Writing City • 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
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing City • 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
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing

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

		• Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing • Unit 3b: Day 14 Time to Reflect • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 4: Day 11 Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • 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!
GOAL/STRAND	SD.CCR.5.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	CCR.5.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Writing City</u> • Unit 3b: Day 16 Nonfiction Text Summaries
GOAL/STRAND	SD.CCR.5.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	CCR.5.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <u>Writing City</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing!

		• Unit 6: Day 13 Formal Writing: Research Piece - Part 1
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	CCR.5.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Writing City</u> • Unit 3b: Day 17 Nonfiction Choice Cards
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	CCR.5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STANDARD	CCR.5.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,

		speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. **<u>Writing City</u>** **• Unit 1: Day 06** **6 Traits: Word Choice** **• Unit 2: Day 01** **Strong Verbs** **• Unit 2: Day 02** **Strong vs. Weak Verbs** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 04** **Writing With Sensory Details** **• Unit 2: Day 05** **Transitioning Smoothly** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3a: Day 07** **Glows and Grows - Part 2** **• Unit 3a: Day 09** **Revising for Similes and Sensory Details** **• Unit 3b: Day 03** **Definitions** **• 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
GOAL/STRAND	SD.4.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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). Writing City • 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
GOAL/STRAND	SD.4.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	4.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Writing City • 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
GOAL/STRAND	SD.4.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RL.9.	Compare and contrast the author's approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. Writing City

		• Unit 5: Day 13 Compare and Contrast
GOAL/STRAND	**SD.4.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	4.RI.1.	Explain what a text says explicitly and draw inferences by referring to details and examples in the text. <u>Writing City</u> • 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
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>Writing City</u> • 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
STANDARD	4.RI.3.	Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <u>Writing City</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
GOAL/STRAND	**SD.4.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**

STANDARD	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. Writing City • Unit 3b: Day 17 Nonfiction Choice Cards
STANDARD	4.RI.5.	Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution). Writing City • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
STANDARD	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided. Writing City • 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
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Writing City • Unit 3b: Day 15 Response Writing and Text Features
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text. Writing City • 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
STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject. <u>Writing City</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 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 • 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
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). <u>Writing City</u> • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding. Writing City • 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
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SUPPORTING SKILLS	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. Writing City • 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
SUPPORTING SKILLS	4.W.1.b.	Provide reasons that are supported by facts and details. Writing City • 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
SUPPORTING SKILLS	4.W.1.c.	Link opinion and reasons using grade level appropriate words and phrases Writing City

		• 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
SUPPORTING SKILLS	4.W.1.d.	Provide a conclusion related to the opinion presented. <u>Writing City</u> • 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
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader. <u>Writing City</u> • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 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
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>Writing City</u> • 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**
SUPPORTING SKILLS	**4.W.2.c.**	**Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.** **<u>Writing City</u>** **• 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**
SUPPORTING SKILLS	**4.W.2.d.**	**Use precise language and domain-specific vocabulary to inform about or explain the topic.** **<u>Writing City</u>** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3a: Day 07**

		Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 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
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented. <u>Writing City</u> • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SUPPORTING SKILLS	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. <u>Writing City</u>

		• Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
SUPPORTING SKILLS	4.W.3.b.	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations. <u>Writing City</u> • 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 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!
SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events. <u>Writing City</u> • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 5: Day 06 Uno, Dos, Traits!
SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

		Writing City **• Unit 1: Day 04** **Voice** **• Unit 1: Day 06** **6 Traits: Word Choice** **• Unit 2: Day 01** **Strong Verbs** **• Unit 2: Day 02** **Strong vs. Weak Verbs** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 04** **Writing With Sensory Details** **• Unit 2: Day 08** **Show And Tell Review** **• Unit 2: Day 10** **Scoring With A Rubric - Part 2** **• Unit 2: Day 12** **Formal Writing** **• Unit 5: Day 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**
SUPPORTING SKILLS	**4.W.3.e.**	**Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).** **Writing City** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 03** **Organization** **• Unit 2: Day 09** **Scoring With A Rubric - Part 1** **• Unit 2: Day 12** **Formal Writing** **• Unit 5: Day 01** **What is a Legend?** **• Unit 5: Day 03** **1st or 3rd Person Narrators** **• Unit 5: Day 04** **Legend Planning Wheels** **• Unit 5: Day 10** **Compare Characters**
GOAL/STRAND	**SD.4.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**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 above.)** **Writing City** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 03** **Organization** **• Unit 2: Day 09** **Scoring With A Rubric - Part 1** **• Unit 2: Day 11**

		Planning **• Unit 2: Day 12** **Formal Writing** **• Unit 2: Day 17** **Ways Writers Respond to Reading** **• Unit 2: Day 18** **Writers Respond to Questions & Prompts** **• Unit 2: Day 19** **Writers Respond Through Opinions** **• Unit 2: Day 20** **Read, Reread and Respond** **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 3a: Day 02** **5 Square** **• Unit 3a: Day 03** **Using the Planning Sheet** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3b: Day 02** **5 Square Paragraphs** **• Unit 3b: Day 03** **Definitions** **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 4: Day 01** **Fact vs. Opinion** **• Unit 4: Day 02** **What Do We Think of Zoos?** **• Unit 4: Day 03** **5 Square Paragraph Planning** **• Unit 4: Day 04** **Let the Planning Begin!** **• Unit 4: Day 05** **Opinions, Transitions, and Leads, Oh My!** **• Unit 4: Day 06** **Analyzing the Student Sample** **• Unit 4: Day 07** **Formal Writing: Opinion Piece - Part 1** **• Unit 4: Day 08** **Formal Writing: Opinion Piece - Part 2** **• Unit 4: Day 09** **Revising Ears** **• Unit 4: Day 12** **Response to Text - Idea Swap** **• Unit 4: Day 13** **Response to Text - Persuasive Letter - Part 1** **• Unit 4: Day 14** **Response to Text - Persuasive Letter - Part 2** **• Unit 5: Day 01** **What is a Legend?** **• Unit 5: Day 03** **1st or 3rd Person Narrators** **• Unit 5: Day 04** **Legend Planning Wheels** **• Unit 5: Day 08** **Check-in and Write!**

		• Unit 5: Day 10 Compare Characters • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) <u>Writing City</u> • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20

		Read, Reread and Respond **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 3a: Day 03** **Using the Planning Sheet** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3a: Day 05** **Reworking Conclusions** **• Unit 3a: Day 06** **Glows and Grows - Part 1** **• Unit 3a: Day 07** **Glows and Grows - Part 2** **• Unit 3a: Day 08** **Revising Strong Leads** **• Unit 3a: Day 09** **Revising for Similes and Sensory Details** **• Unit 3a: Day 10** **Editing With A Checklist** **• Unit 3b: Day 01** **Technological Innovations** **• Unit 3b: Day 02** **5 Square Paragraphs** **• Unit 3b: Day 08** **Revising** **• Unit 3b: Day 09** **Scoring Practice** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 3b: Day 13** **Editing** **• Unit 3b: Day 14** **Time to Reflect** **• Unit 4: Day 04** **Let the Planning Begin!** **• Unit 4: Day 05** **Opinions, Transitions, and Leads, Oh My!** **• Unit 4: Day 06** **Analyzing the Student Sample** **• Unit 4: Day 09** **Revising Ears** **• Unit 4: Day 10** **Editing Glasses** **• Unit 4: Day 11** **Scoring Our Writing** **• Unit 4: Day 12** **Response to Text - Idea Swap** **• Unit 4: Day 14** **Response to Text - Persuasive Letter - Part 2** **• Unit 5: Day 06** **Uno, Dos, Traits!** **• Unit 5: Day 08** **Check-in and Write!** **• Unit 5: Day 09** **Editing** **• Unit 5: Day 11** **Rubric and Reflect** **• Unit 5: Day 13** **Compare and Contrast** **• Unit 6: Day 04** **Guided Note-Taking Journal - Part 1**

		• Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
GOAL/STRAND	**SD.4.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**4.W.6.**	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	**4.W.6.a.**	**Produce and publish writing** **Writing City** • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
SUPPORTING SKILLS	**4.W.6.b.**	**Interact and collaborate with others** **Writing City** • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
SUPPORTING SKILLS	**4.W.6.c.**	**Demonstrate sufficient keyboarding skills to type.** **Writing City** • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
GOAL/STRAND	**SD.4.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**4.W.7.**	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.** **Writing City** • 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
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Writing City • 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
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing. Writing City • 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
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing. Writing City • 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
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. <u>Writing City</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 09

		Revising for Similes and Sensory Details **• Unit 3a: Day 10** **Editing With A Checklist** **• Unit 3b: Day 01** **Technological Innovations** **• Unit 3b: Day 02** **5 Square Paragraphs** **• Unit 3b: Day 08** **Revising** **• Unit 3b: Day 09** **Scoring Practice** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 3b: Day 13** **Editing** **• Unit 3b: Day 14** **Time to Reflect** **• Unit 4: Day 03** **5 Square Paragraph Planning** **• Unit 4: Day 04** **Let the Planning Begin!** **• Unit 4: Day 05** **Opinions, Transitions, and Leads, Oh My!** **• Unit 4: Day 06** **Analyzing the Student Sample** **• Unit 4: Day 09** **Revising Ears** **• Unit 4: Day 10** **Editing Glasses** **• Unit 4: Day 11** **Scoring Our Writing** **• Unit 4: Day 12** **Response to Text - Idea Swap** **• Unit 4: Day 13** **Response to Text - Persuasive Letter - Part 1** **• Unit 4: Day 14** **Response to Text - Persuasive Letter - Part 2** **• Unit 5: Day 06** **Uno, Dos, Traits!** **• Unit 5: Day 08** **Check-in and Write!** **• Unit 5: Day 09** **Editing** **• Unit 5: Day 11** **Rubric and Reflect** **• Unit 5: Day 12** **Response to Text** **• Unit 5: Day 13** **Compare and Contrast** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight!** **• Unit 6: Day 04** **Guided Note-Taking Journal - Part 1** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal**

		• Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • 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!
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats. Writing City • Unit 3b: Day 16 Nonfiction Text Summaries
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.b.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).* Writing City • 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
SUPPORTING SKILLS	4.L.1.c.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Writing City • 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
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

		Writing City • 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!
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Writing City • 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
SUPPORTING SKILLS	4.L.1.h.	Correctly use frequently confused words (e.g., to, too, two; there, their). Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
SUPPORTING SKILLS	4.L.2.b.	Use commas and quotation marks to mark direct speech and quotations from a text. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
SUPPORTING SKILLS	4.L.2.c.	Use a comma before a coordinating conjunction in a compound sentence. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 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

SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely. <u>Writing City</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 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
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect. Writing City • Unit 1: Day 05 6 Traits: Sentence Fluency
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	4.L.5.a.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Writing City • 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
SUPPORTING SKILLS	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). Writing City • 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
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal

		preservation). **<u>Writing City</u>** **• Unit 1: Day 06** **6 Traits: Word Choice** **• Unit 2: Day 01** **Strong Verbs** **• Unit 2: Day 02** **Strong vs. Weak Verbs** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 04** **Writing With Sensory Details** **• Unit 2: Day 05** **Transitioning Smoothly** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3a: Day 07** **Glows and Grows - Part 2** **• Unit 3a: Day 09** **Revising for Similes and Sensory Details** **• Unit 3b: Day 03** **Definitions** **• 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

South Dakota Content Standards

Language Arts

Grade: **5** - Adopted: **2018**

GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	CCR.5.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Writing City</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric

STANDARD	CCR.5.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Writing City • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	CCR.5.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Writing City • Unit 1: Day 04 Voice • Unit 1: Day 08

		Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD	CCR.5.R.6.	Assess how point of view or purpose shapes the content and style of a text. Writing City • Unit 4: Day 14 Response to Text: Planning Template
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	CCR.5.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Writing City • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	CCR.5.R.10.	Read and comprehend complex literary and informational texts independently and proficiently. Writing City • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 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
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes

STANDARD	CCR.5.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Writing City</u> • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 07 3 Points • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 4: Day 05 Facts and Opinions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan
STANDARD	CCR.5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <u>Writing City</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	CCR.5.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

		audience. **<u>Writing City</u>** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 04** **Voice** **• Unit 2: Day 01** **Vary Sentences Part 1** **• Unit 2: Day 02** **Vary Sentences Part 2** **• Unit 2: Day 06** **Dialogue: A Character's Voice** **• Unit 2: Day 07** **Scoring with a Rubric Part 1** **• Unit 2: Day 08** **Scoring with a Rubric Part 2** **• Unit 2: Day 09** **Writing from Experience** **• Unit 2: Day 10** **Planning to Write** **• Unit 2: Day 11** **Writing a Real Narrative** **• Unit 2: Day 12** **Writing a Conclusion** **• Unit 2: Day 20** **Writers Respond Through Opinions** **• Unit 2: Day 21** **Read, Reread, Respond, and Score** **• Unit 2: Day 22** **Read, Reread, Respond, and Score** **• Unit 3a: Day 04** **Let's Take Five** **• Unit 3a: Day 05** **Model the Plan** **• Unit 3a: Day 06** **Where I Live** **• Unit 3a: Day 07** **3 Points** **• Unit 3a: Day 08** **Revising the End** **• Unit 3a: Day 10** **Revising Part 1** **• Unit 3b: Day 01** **Definitions and Details** **• Unit 3b: Day 04** **5 Square Paragraphs** **• Unit 3b: Day 07** **Formal Writing Assessment** **• Unit 3b: Day 08** **Writing Strong Conclusions** **• Unit 3b: Day 11** **Scoring and Publishing** **• Unit 4: Day 01** **What is an Opinion Paper?** **• Unit 4: Day 04** **5 Square Paragraph Graphic Organizer** **• Unit 4: Day 08** **Paragraphs 1 & 2** **• Unit 4: Day 09** **Paragraphs 3, 4, & 5** **• Unit 4: Day 14** **Response to Text: Planning Template** **• Unit 4: Day 15** **Response to Text: Persuasive Letters**

		• Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing
STANDARD	CCR.5.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Writing City</u> • 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 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09

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

		• Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
STANDARD	CCR.5.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Writing City • Unit 6: Day 16 Scoring and Publishing
GOAL/STRAND	SD.CCR.5.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	CCR.5.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Writing City • 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
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing City • Unit 5: Day 01 What is Historical Fiction?

		• Unit 6: Day 02 Gathering Resources • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
GOAL/STRAND	**SD.CCR.5.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	CCR.5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Writing City</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08

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

		• Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 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
GOAL/STRAND	**SD.CCR.5.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	CCR.5.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing
GOAL/STRAND	**SD.CCR.5.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 12 Editing • Unit 3b: Day 06

		Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
GOAL/STRAND	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	CCR.5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Writing City • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
STANDARD	CCR.5.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Writing City • 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
GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Writing City • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 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
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Writing City • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
STANDARD	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). Writing City • 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
GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings. Writing City • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RL.9.	Compare and contrast the authors" approach to similar themes and topics within the same genre. Writing City • Unit 5: Day 12 Response to Historical Fiction Text

		• Unit 5: Day 13 Response to Historical Fiction Text
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**5.RI.1.**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** **Writing City** • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 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
STANDARD	**5.RI.2.**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** **Writing City** • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer

		• Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	**5.RI.5.**	**Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).** **Writing City** • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD	**5.RI.6.**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** **Writing City** • 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
GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text. <u>Writing City</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric

STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject. Writing City • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognitions
STANDARD	5.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. Writing City • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding. Writing City • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 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

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SUPPORTING SKILLS	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. <u>Writing City</u> • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
SUPPORTING SKILLS	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details. <u>Writing City</u> • 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 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
SUPPORTING SKILLS	5.W.1.c.	Link opinion and reasons using grade level appropriate words, phrases, and clauses. <u>Writing City</u> • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
SUPPORTING SKILLS	5.W.1.d.	Provide a conclusion related to the opinion presented. <u>Writing City</u> • 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
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader. <u>Writing City</u> • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>Writing City</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • 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** **Definitions and Details** **• Unit 3b: Day 02** **Brainstorming** **• Unit 3b: Day 03** **5 Square Paragraphs** **• Unit 3b: Day 04** **5 Square Paragraphs** **• Unit 3b: Day 07** **Formal Writing Assessment** **• Unit 3b: Day 08** **Writing Strong Conclusions** **• Unit 3b: Day 12** **Text Features, Main Ideas, and Details** **• Unit 3b: Day 13** **Nonfiction Text Features** **• Unit 3b: Day 14** **Nonfiction Choice Cards** **• Unit 3b: Day 15** **Respond to Nonfiction Texts and Score** **• Unit 3b: Day 16** **Respond to Nonfiction Texts and Score** **• Unit 4: Day 05** **Facts and Opinions** **• Unit 4: Day 14** **Response to Text: Planning Template** **• Unit 4: Day 15** **Response to Text: Persuasive Letters** **• Unit 6: Day 08** **Introducing the Rubric** **• Unit 6: Day 09** **The 5 Square Graphic Organizer** **• Unit 6: Day 11** **Reviewing the Plan** **• Unit 6: Day 12** **Formal Writing - Part 1** **• Unit 6: Day 13** **Formal Writing - Part 2**
SUPPORTING SKILLS	**5.W.2.c.**	**Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.** **<u>Writing City</u>** **• Unit 3b: Day 05** **Linking Ideas** **• Unit 3b: Day 07** **Formal Writing Assessment** **• Unit 3b: Day 08** **Writing Strong Conclusions** **• Unit 6: Day 10** **Linking Words**
SUPPORTING SKILLS	**5.W.2.d.**	**Use precise language and domain-specific vocabulary to inform about or explain the topic.** **<u>Writing City</u>** **• Unit 3a: Day 01** **Explanatory Writing** **• Unit 3a: Day 03** **Who is Stronger?** **• Unit 3a: Day 07** **3 Points**

		• Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented. <u>Writing City</u> • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.
SUPPORTING SKILLS	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. <u>Writing City</u> • 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
SUPPORTING SKILLS	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. <u>Writing City</u> • Unit 1: Day 02 Ideas

		• Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1
SUPPORTING SKILLS	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <u>Writing City</u> • 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
SUPPORTING SKILLS	5.W.3.d.	Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely. <u>Writing City</u> • Unit 1: Day 04 Voice • Unit 1: Day 06 Word Choice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 03 Sensory Images • Unit 2: Day 04 Character Description • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live

		• Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events. <u>Writing City</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 2
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.) <u>Writing City</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative

		• Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising

		• Unit 6: Day 15 Editing
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <u>Writing City</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3a: Day 13 Rubric Scoring • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 05

		Linking Ideas **• Unit 3b: Day 07** **Formal Writing Assessment** **• Unit 3b: Day 08** **Writing Strong Conclusions** **• Unit 3b: Day 09** **Revising** **• Unit 3b: Day 10** **Editing** **• Unit 3b: Day 11** **Scoring and Publishing** **• Unit 4: Day 02** **Fact/Opinion T-Chart** **• Unit 4: Day 03** **5 Square Paragraphs** **• Unit 4: Day 04** **5 Square Paragraph Graphic Organizer** **• Unit 4: Day 05** **Facts and Opinions** **• Unit 4: Day 06** **Kyle's Formal Writing Assessment** **• Unit 4: Day 07** **6 Traits Rubric** **• Unit 4: Day 08** **Paragraphs 1 & 2** **• Unit 4: Day 09** **Paragraphs 3, 4, & 5** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing** **• Unit 4: Day 12** **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
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing. Writing City • Unit 6: Day 16 Scoring and Publishing
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting. Writing City • Unit 6: Day 16 Scoring and Publishing
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic. Writing City • 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
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work. Writing City • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 04

		Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Writing City • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
SUPPORTING SKILLS	5.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 support which point[s]") Writing City • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16

		Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. <u>Writing City</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric

		• Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3a: Day 13 Rubric Scoring • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 09 Revising • Unit 3b: Day 10 Editing • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07

		6 Traits Rubric **• Unit 4: Day 08** **Paragraphs 1 & 2** **• Unit 4: Day 09** **Paragraphs 3, 4, & 5** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing** **• Unit 4: Day 12** **Scoring and Publishing** **• Unit 4: Day 13** **Response to Text: Two of a Kind** **• Unit 5: Day 04** **What's the Plan?** **• Unit 5: Day 05** **Developing Characters** **• Unit 5: Day 06** **Writing and Commas** **• Unit 5: Day 07** **Revising Part 1** **• Unit 5: Day 08** **Revising Part 2** **• Unit 5: Day 09** **Editing** **• Unit 5: Day 10** **Compare the Past** **• Unit 5: Day 11** **Rubric and Reflect** **• Unit 5: Day 12** **Response to Historical Fiction Text** **• Unit 5: Day 13** **Response to Historical Fiction Text** **• Unit 6: Day 01** **What is a Research Project?** **• Unit 6: Day 02** **Gathering Resources** **• Unit 6: Day 03** **Main Ideas & Important Facts** **• Unit 6: Day 04** **Guided Note-Taking Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 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**

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.2.**	**Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.** **Writing City** **• Unit 5: Day 01** **What is Historical Fiction?** **• Unit 6: Day 02** **Gathering Resources** **• Unit 6: Day 04** **Guided Note-Taking Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Analyzing a Peer's Work** **• Unit 6: Day 07** **Glows & Grows** **• Unit 6: Day 09** **The 5 Square Graphic Organizer** **• Unit 6: Day 10** **Linking Words** **• Unit 6: Day 12** **Formal Writing - Part 1** **• Unit 6: Day 13** **Formal Writing - Part 2**
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	**5.SL.6.**	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.** **Writing City** **• Unit 3a: Day 01** **Explanatory Writing**
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	**5.L.1.a.**	**Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.** **Writing City** **• 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 06** **Kyle's Formal Writing Assessment** **• Unit 4: Day 11** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 6: Day 15** **Editing**
SUPPORTING SKILLS	**5.L.1.b.**	**Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked.** **<u>Writing City</u>** **• Unit 2: Day 15** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 5: Day 04** **What's the Plan?**
SUPPORTING SKILLS	**5.L.1.c.**	**Use verb tense to convey various times, sequences, states, and conditions.** **<u>Writing City</u>** **• Unit 1: Day 07** **Conventions** **• Unit 2: Day 15** **Editing** **• Unit 3a: Day 09** **Using Commas** **• Unit 3a: Day 12** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 3b: Day 10** **Editing** **• Unit 4: Day 11** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 6: Day 12** **Formal Writing - Part 1** **• Unit 6: Day 13** **Formal Writing - Part 2** **• Unit 6: Day 15** **Editing**
SUPPORTING SKILLS	**5.L.1.d.**	**Recognize and correct inappropriate shifts in verb tense.** **<u>Writing City</u>** **• Unit 1: Day 07** **Conventions** **• Unit 2: Day 15** **Editing** **• Unit 3a: Day 09** **Using Commas** **• Unit 3a: Day 12** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 3b: Day 10** **Editing** **• Unit 4: Day 11** **Editing**

		• Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
SUPPORTING SKILLS	5.L.1.e.	Use correlative conjunctions (e.g., either/or, neither/nor). <u>Writing City</u> • 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 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.a.	Use commas to separate items in a series. <u>Writing City</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas

		• Unit 6: Day 15 Editing
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence. <u>Writing City</u> • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
SUPPORTING SKILLS	5.L.2.c.	Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). <u>Writing City</u> • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
SUPPORTING SKILLS	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works. <u>Writing City</u> • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 15 Editing • Unit 3b: Day 10 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed. <u>Writing City</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Writing City • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 5: Day 07 Revising Part 1 • Unit 6: Day 05 Paraphrasing
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Writing City • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Writing City • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.a.	Interpret figurative language, including similes and metaphors, in context. Writing City • Unit 1: Day 04 Voice

		• Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
SUPPORTING SKILLS	5.L.5.b.	Recognize and explain the meaning of common idioms and proverbs. Writing City • Unit 5: Day 08 Revising Part 2
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Writing City • Unit 5: Day 07 Revising Part 1
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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). Writing City • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising

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