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. <u>Writing City</u> • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment
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 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 05 Sentence Types • Unit 3b: Day 06 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. <u>Writing City</u> • 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. <u>Writing City</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STANDARD	CCR.5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Writing City</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
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. <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
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
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
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
• 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
Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09
Unit 3a: Day 07 Find the Words Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09
Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09
Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09
New Writing Topics • Unit 3a: Day 09
• Unit 3a: Day 09
The December 199
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 Post IV
The Best - Part IV
• Unit 4: Day 07
The Best - Part V
Unit 4: Day 08 Your Equation
Your Favorite
Unit 4: Day 09 State Your Opinion
State Your Opinion
• Unit 4: Day 10
The Checklist
• Unit 5: Day 01
Poems, Poems
• Unit 5: Day 02
More, More
• Unit 5: Day 03
Poetry Book
• Unit 5: Day 04
Write a Rhyme
• Unit 5: Day 05
Color Words Rhymes
• Unit 5: Day 06
Opposites

		• Unit 6: Day 06
		More Topics • Unit 6: Day 10
		Scoring Research
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 02 The Best • 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
The Checklist
• Unit 5: Day 01
Poems, Poems
• Unit 5: Day 02
More, More, More
• Unit 5: Day 04
Write a Rhyme

		• Unit 5: Day 05 Color Words Rhymes
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. Writing City • 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 06 The Best - Part V • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 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 INDICATOR/BENCHMARK	SD.K.W.	Writing Standards Research to Build and Present Knowledge
STANDARD	K.W.7.	Participate in shared research and writing projects.
		Writing City • 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. Writing City • 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

GOAL/STRAND	SD.K.L.	• 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 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. Writing City • 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 Part 3 • Unit 2a: Day 03 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 3 • Unit 2a: Day 06 Draw and Write Part 3 • Unit 2a: Day 06 Draw and Write Part 4 • Unit 2a: Day 07 Draw and Write Part 5 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writer 8 Us

		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words • Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems
		• Unit 5: Day 02
		More, More
		• Unit 5: Day 03
		Poetry Book
		• Unit 5: Day 04
		Write a Rhyme
		Unit 5: Day 05 Color Words Phymos
		Color Words Rhymes • Unit 5: Day 06
		Opposites
SUPPORTING SKILLS	K.L.1.b.	Use frequently occurring nouns and verbs.
		Writing City
		Writing City
		Unit 3a: Day 01 Word Woll
		Word Wall
		Unit 3a: Day 02 High Eroquancy Words
		High Frequency Words
		• Unit 3a: Day 03 More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write

	1	
		 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 05 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 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 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 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 00 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 07 The Best - Part III • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite

		 Unit 4: Day 09 State Your Opinion Unit 4: Day 10 The Checklist Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 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. Writing City • 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 01 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 05 Inform Again • Unit 3b: Day 08 Even 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 06 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 07 The Best - Part IV

		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10
		The Checklist
		• 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
OUL ORTING ORIELO	I.L.2.0.	(phonemes).
		(phonomos).
		Writing City
		• 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!
		Write On! • Unit 2b: Day 05
		• Unit 2b: Day 05

Write? Rightl • Unit 2b: Day 07 Write? Rightl • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3b: Day 01 Word Wall • Unit 3b: Day 02 High Frequency Words • Unit 3b: Day 03 More High Frequency Words • Unit 3b: Day 04 Even More High Frequency Words • Unit 3b: Day 05 High Frequency Words • Unit 3b: Day 06 Time to Write • Unit 3b: Day 06 Time to Write • Unit 3b: Day 08 New Writing Topics • Unit 3b: Day 04 More Information • Unit 3b: Day 05 The Pronoun "I" • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 04 More, More • Unit 3b: Day 04 Worte Astrowe			
• • 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 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 08 New Writing Topics • Unit 3b: Day 08 New Writing Topics • Unit 3b: Day 04 More High Frequency Word Masters • Unit 3b: Day 04 New Writing Topics • Unit 3b: Day 04 New Writing Topics • Unit 3b: Day 04 More High Frequency Word Word Masters • Unit 3b: Day 04 More High Frequency Word Masters • Unit 3b: Day 04 Worte Information • Unit 3b: Day 05 <			Write? Right!
support • 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 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Witing Topics • Unit 3a: Day 08 New Witing Topics • Unit 3a: Day 08 New Witing Topics • Unit 3a: Day 08 More High Frequency Words • Unit 3a: Day 08 New Witing Topics • Unit 3a: Day 08 New Witing Topics • Unit 3a: Day 08 More High Sequency Word • Unit 3b: Day 04 More High Sequency Words • Unit 3b: Day 04 More High Sequency Words • Unit 3b: Day 04 Nore High Sequency Words • Unit 3b: Day 07 More High Sequency Words • Unit 3b: Day 08 Words Ratences • Unit 3b: Day 08 Vent More Sentences • Unit 3b: Day 08 <td< td=""><td></td><td></td><td>• Unit 2b: Day 07</td></td<>			• Unit 2b: Day 07
SUPPORTING SKILLS K.L.2.d. SUPPORTING SKILLS K.L.2.d.			Writers R Us
+ 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 + Unit 3a: Day 06 Time to Write + Unit 3a: Day 07 Find the Words + Unit 3a: Day 08 New Writing Topics + Unit 3a: Day 01 The Pronoun "I" + Unit 3a: Day 04 Write Information + Unit 3b: Day 04 More Information + Unit 3b: Day 05 Inform Again Inform Again • Unit 3b: Day 06 Semence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 08 Even More, More • Ore Sentences • Unit 3b: Day 08 Even More, More Formal Writing Assessment • Unit 3b: Day 01 Poems, Poems, Poems, Poems			• Unit 2b: Day 08
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 Words • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 01 Poems, Poems, Poems • Unit 3b: Day 03 Proter Pool • Unit 3b: Day 04 More, More, More • Unit 3b: Day 04 More, More, More <t< td=""><td></td><td></td><td>The Checklist</td></t<>			The Checklist
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 Words • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 01 Poems, Poems, Poems • Unit 3b: Day 03 Proter Pool • Unit 3b: Day 04 More, More, More • Unit 3b: Day 04 More, More, More <t< td=""><td></td><td></td><td>• Unit 2b: Day 09</td></t<>			• Unit 2b: Day 09
* 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 Words • Unit 3a: Day 06 Even More High Frequency Words • Unit 3a: Day 06 Time to Write • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 06 New Writing Topics • Unit 3a: Day 06 New Writing Topics • Unit 3a: Day 00 The Pronoun "I" • Unit 3a: Day 00 The Checklist • Unit 3b: Day 01 The Checklist • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 01 Poems, Poems, Poems • Unit 3b: Day 02 More, More, More • Unit 3b: Day 03 Poems, Poems, Poems, Poems, Poems • Un			
+ Unit 3a: Day 02High Frequency Words• Unit 3a: Day 03More High Frequency Words• Unit 3a: Day 04Even More High Frequency Words• Unit 3a: Day 05High Frequency Word Masters• Unit 3a: Day 06High Trequency Words• Unit 3a: Day 07Find the Words• Unit 3a: Day 08New Writing Topics• Unit 3a: Day 08New Writing Topics• Unit 3a: Day 08New Writing Topics• Unit 3b: Day 09The Pronoun "I"• Unit 3b: Day 04More Information• Unit 3b: Day 05Write Information• Unit 3b: Day 06Write Information• Unit 3b: Day 07The Checklist• Unit 3b: Day 08Write Information• Unit 3b: Day 06Sentence Types• Unit 3b: Day 07More Sentences• Unit 3b: Day 08Even More Sentences• Unit 3b: Day 08Formal Writing Assessment• Unit 3b: Day 04Poems, Poems, Poems• Unit 5: Day 03Poems, Poems, Poems• Unit 5: Day 04Wore, More, More• Unit 5: Day 03Poetry Book• Unit 5: Day 04Write Day 03Poetry Book• Unit 5: Day 04Write Chymes• Unit 5: Day 05SUPPORTING SKILLSK.L.2.d.SuppositesSUPPORTING SKILLSK.L.2.d.Sup 01			
High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Evon More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 03 Poems, Poems, Poems • Unit 3b: Day 03 Poetry Book • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 04 Write a Rhyme			Word Wall
High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Evon More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 3b: Day 03 Poems, Poems, Poems • Unit 3b: Day 03 Poetry Book • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 04 Write a Rhyme			• Unit 3a: Day 02
• Ünit 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 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3b: Day 00 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentences • Unit 3b: Day 06 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems,			
More High Frequency Words • Unit 3a: Day 05 Frequency Word Masters • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • Unit 3a: Day 05 • Unit 3a: Day 05 • Unit 3a: Day 06 Withing Topics • Unit 3a: Day 09 The Pronoum "I" • Unit 3a: Day 03 Writing Topics • Unit 3a: Day 03 Writie Informatively • Unit 3b: Day 04 More Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 01 Poems, Poems, Poems • 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 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 04 More High Toronun "I" • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 01 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05			
Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • Unit 3a: Day 05 Time to Write • Unit 3a: Day 05 Wirting Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 03 Writing Topics • Unit 3a: 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 06 Sentences • Unit 3b: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More Sentences • Unit 5: Day 04 Writing Assessment • Unit 5: Day 04 Write a RNyme • Unit 5: Day 05 Color Color Words Rhymes			
• 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 "!" • Unit 3a: Day 01 The Pronoun "!" • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 04 Poems, Poems, Poems • Unit 5: Day 01 Poetry Book • Unit 5: Day 04			
High Frequency Word Masters Unit 3a: Day 06 Time to Write Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 09 The Pronoun "I" Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 04 More Information Unit 3b: Day 04 More Sentences Unit 3b: Day 06 Sentence Types Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 3b: Day 09 Formal Writing Assessment Unit 3b: Day 04 Write Information Poems, Poems, Poems Unit 3b: Day 04 Formal Writing Assessment Unit 3b: Day 04 Writing Assessment Unit 3b: Day 04 Writing Assessment Unit 3b: Day 05 Color Words Rhymes Unit 3b: Day 05			
• Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 03 Writing Topics • Unit 3a: Day 03 Write Informatively • Unit 3b: Day 04 More Informatively • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 01 Poems, Poems, Poems • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 06 Opposites <tr< td=""><td></td><td></td><td></td></tr<>			
SUPPORTING SKILLS K.L.2.d. Time to Write • Unit 3: Day 07 Find the Words • Unit 3:: Day 08 New Writing Topics • Unit 3:: Day 09 The Pronoun "I" • Unit 3:: Day 01 The Checklist • Unit 3D: Day 04 Worle Informatively • Unit 3D: Day 04 More Information • Unit 3D: Day 06 Sentence Types • Unit 3D: Day 07 More Sentences • Unit 3D: Day 09 Formal Writing Assessment • Unit 3D: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 Worke, More • 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.			
Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoum "I" • Unit 3a: Day 01 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 3b: Day 03 Poems, Poems • Unit 5: Day 01 Poems, Poems • Unit 5: Day 03 Poerty Book • Unit 5: Day 04 Write a Rhyme • 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.			
Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoum "I" • Unit 3a: Day 01 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 3b: Day 03 Poems, Poems • Unit 5: Day 01 Poems, Poems • Unit 5: Day 03 Poerty Book • Unit 5: Day 04 Write a Rhyme • 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.			
• Unit 3a: Day 08 New Writing Topics • Unit 3b: Day 09 The Pronoun "I" • Unit 3b: Day 01 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write 15: Day 05 Color Words Rhymes • 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. Writing City • Unit 3: Day 01			
New Writing Topics • Unit 3a: Day 09 The Pronoum "I" • Unit 3b: Day 01 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 09 Formal Writing Assessment • Unit 5: Day 02 More, More, More, Nore • Unit 5: Day 02 More, More, More, Nore, Nore • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 04 Write a Rhymes • Unit 5: Day 04 Write a Rhymes • 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. Writing City • Unit 3:: Day 01			
• 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 06 Sentence Types • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 03 Poetry Book • 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.			
SUPPORTING SKILLS K.L.2.d. SUPPORTING SKILLS K.L.2.d. K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
• 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 3b: Day 09 Formal Writing Assessment • Unit 3b: 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. Writing City • Unit 3a: Day 01			
SUPPORTING SKILLS K.L.2.d. The Checklist • Unit 3b: Day 03 Write Information • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 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 5: Day 05 Color Words Rhymes • Unit 5: Day 05 Supporting SKILLS K.L.2.d.			
• 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. Writing City • Unit 3: Day 01			
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, Poems • Unit 5: Day 02 More, More • Unit 5: Day 02 More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • 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. Writing City • Unit 3: Day 01			
• 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 03 Poetry Book • Unit 5: Day 03 Poetry Book • Unit 5: Day 05 Color Words Rhyme • Unit 5: Day 06 Opposites			
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.			
• Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 06 Opposites SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
• Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 06 Opposites SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
Support 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			
• 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. Supporting Struct Writing City • Unit 3a: Day 01			
SUPPORTING SKILLS K.L.2.d. 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 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 Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
• 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. 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. Writing City • Unit 3a: Day 01			
• Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
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. Writing City • Unit 3a: Day 01			
• 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. Writing City • Unit 3a: 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. Writing City • Unit 3a: Day 01			
• 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. Writing City • Unit 3a: Day 01			
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. Writing City • Unit 3a: Day 01			
• 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. Writing City • Unit 3a: Day 01			
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. Writing City • Unit 3a: Day 01			
• 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. Writing City • Unit 3a: Day 01			
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. Writing City • Unit 3a: Day 01			
• 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. Writing City • Unit 3a: Day 01			
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. Writing City • Unit 3a: Day 01			
• Unit 5: Day 06 Opposites SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
Opposites SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
SUPPORTING SKILLS K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Writing City • Unit 3a: Day 01			
Vriting City • Unit 3a: Day 01			
Writing City • Unit 3a: Day 01	SUPPORTING SKILLS	K.L.2.d.	
• Unit 3a: Day 01			
• Unit 3a: Day 01			
• Unit 3a: Day 01			Writing City
			• Unit 3a: Day 01
• Unit 3a: Day 02			• Unit 3a: Day 02
High Frequency Words			
• Unit 3a: Day 03			
More High Frequency Words			More High Frequency Words
• Unit 3a: Day 04			• Unit 3a: Day 04
Even More High Frequency Words			Even More High Frequency Words

		 Unit 3a: Day 05 High Frequency Word Masters Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words Unit 3a: Day 08 New Writing Topics Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 10 The Checklist Unit 3b: Day 03 Write Informatively Unit 3b: Day 04 More Information Unit 3b: Day 05 Inform Again Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 04 Write a Rhyme Unit 6: Day 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). <u>Writing City</u> • 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. <u>Writing City</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write?

	11	
		• 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.
		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
		• Unit 2a: Day 06
		Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		Unit 2a: Day 08 Disture Plan and Write
		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
		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
	11	

		 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 15 Writing Assessment Unit 5: Day 02 Planning with 4 Ws Unit 5: Day 03 Revising a Peer's 4 W Piece Unit 5: Day 04 Narrative Writing with 4 Ws Unit 5: Day 05 The Candy House Unit 5: Day 10 Assessment Writing
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 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 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 01 Werking the Assessment Writing Unit 5: Day 03 Revising with 4 Ws Unit 5: Day 03 Revising a Peer's 4 W Piece Unit 5: Day 03
		• Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03
		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. 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
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
		Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers
		Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers Unit 1: Day 03
		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 01 Learn More About Writing Unit 1: Day 02 We Are Writers Unit 1: Day 03

		People and Events • Unit 1: Day 06
		Things and Places
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04 The Heek
		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
	SD CCD EL	College and Caroor Readinger, Anohor Standarda for Language
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	College and Career Readiness Anchor Standards for Language 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 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. <u>Writing City</u> • 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 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 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 readed
		as needed.
		Writing City
		• Unit 2b: Day 10
		Revising
		Unit 2b: Day 11 Applying the Feeue Skille
		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.
		Writing City
		• 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.
		Writing City
		• 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). <u>Writing City</u> • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10

SUPPORTING SKILLS	1.L.1.d.	
		Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). Writing City • 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). Writing City • 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 10 Pronouns • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 13 Planning the Writing Assessment • 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 05 Glows and Grows • Unit 6: Day 08 Finishing the Assessment
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.

		1
		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 Exclamation1 • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering the Focus Skills • Unit 2b: Day 04 Remembering the Focus Skills • Unit 3: Day 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 08 Plast Tense Verbs • Unit 3: Day 08 Plast Tense Verbs • Unit 3: Day 01 Vint 3: Day 01 Vint 5: Day 01 Vint 5: Day 02 Planning the Writing Assessment • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 07 The Candy House • Unit 5: Day 07 The Candy House • Unit 5: Day 08

SUPPORTING SKILLS 1.L.2.6. Unit 5: Day 12 Using the Checklist + Unit 6: Day 02 The "How To" Plan SUPPORTING SKILLS 1.L.2.6. Use end punctuation for sentences. Writing City + Unit 2a: Day 08 Picture, Plan and Write + Unit 2a: Day 09 Exclamation! + Unit 2a: Day 10 Questions? + Unit 2a: Day 11 Voice Through Humor + Unit 2b: Day 03 Thinking about Spelling + Unit 2b: Day 04 Remembering End Punctuation + Unit 2b: Day 04 Remembering the Focus Skills + Unit 2b: Day 04 Remembering the Focus Skills + Unit 2b: Day 04 Using Prepositions + Unit 4 Day 01 The Best Thing to Do With a Friend + Unit 2b: Day 08 Writing with Prepositions + Unit 4: Day 10 The Best Thing to Do With a Friend + Unit 5: Day 09 Prepositions + Unit 5: Day 09 Pref Editing + Unit 5: Day 09 Pref Editing Checklist + Unit 5: Day 10 Editing Checklist + Unit 5: Day 10 Editing Checklist			
Peer Editing 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. Writing City - Unit 8: Day 08 Picture, Plan and Write - Unit 2a: Day 08 Picture, Plan and Write - Unit 2a: Day 09 Exclamation1 - Unit 2a: Day 10 Questions? - Unit 2a: Day 14 Score with a Rubric - Unit 2b: Day 03 Thinking about Spelling - Unit 2b: Day 04 Remembering End Punctuation - Unit 2b: Day 04 Remembering End Punctuation - Unit 4: Day 02 Prepositions - Unit 4: Day 02 Prepositions - Unit 4: Day 03 Stating your Opinion - Unit 4: Day 04 Using Prepositions - Unit 4: Day 05 - Unit 4: Day 06 The Candy House - Unit 4: Day 06 The Editing Checklist - Unit 5: Day 08 The Candy House - Unit 5: Day 04 The Editing Checklist - Unit 5: Day 05 The Editing Checklist - Unit 5: Day 04 </td <td></td> <td></td> <td>The Editing Checklist</td>			The Editing Checklist
Image: Supporting Skills Image: Supporting Skills SUPPORTING Skills 1.L.2.b. Use end punctuation for sentences. Writing City Image: Image			
Using the Checklist - Unit 6: Day 02 The "How To" Plan SUPPORTING SKILLS 1.1.2.b. Use end punctuation for sentences. Writing City - Unit 2a: Day 08 Picture, Plan and Write - Unit 2a: Day 09 Exclamation! - Unit 2a: Day 09 Exclamation! - Unit 2a: Day 10 Questions? - Unit 2a: Day 10 Questions? - Unit 2a: Day 10 Questions? - Unit 2a: Day 14 Score with a Rubric - Unit 2a: Day 14 Score with a Rubric - Unit 2b Day 03 Thinking about Spelling - Unit 2b Day 04 Remembering End Punctuation - Unit 2b Day 04 Remembering Ind Punctuation - Unit 2b Day 05 Flufty the Cat - Unit 2b Day 04 Remembering the Focus Skills - Unit 4b Day 02 Prepositions - Unit 4b Day 02 Prepositions - Unit 4b Day 04 Using Prepositions - Unit 4b Day 04 Using Prepositions - Unit 4b Day 05 The Candy House - Unit 4b Day 10 The Beast Thing to Do With a Friend - Unit 4b Day 11 Assessment Writing - Unit 4b Day 05 The Candy House - Unit 5b Day 04 Peer Catiting - Unit 5b Day 10 Editing Checklist - Unit 5b Day 04 Peer Catiting - Unit 1: Day 01 Learn More About Writing - Unit 1: Day 03 SUPPORTING SKILLS 1.1.2.d. Use conventional spelling for words with common spelling patterns.e. Spell grade-appropriat high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
supporting SKILLS 1.L.2.b. Use end punctuation for sentences. Writing City • Unit 2:sup v8 Photter, Plan and Write • Unit 2:sup v8 Vioit 2:sup v14 Powestions? • Unit 2:sup v14 Score with a Rubric • Unit 2:sup v14 Score with a Rubric • Unit 2:sup v14 Score with a Rubric • Unit 2:sup v34 Remembering End Punctuation • Unit 2: Day v4 Remembering the Focus Skills • Unit 2: Day v4 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 04 Using Prepositions • Unit 4: Day 05 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 04 Use conventional spelling			• Unit 5: Day 12
The "How To" Plan SUPPORTING SKILLS 1.1.2.b. Use end punctuation for sentences. Writing City - Unit 2a: Day 08 Picture, Plan and Write - Unit 2a: Day 08 Picture, Plan and Write - 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 Rubrid: - Unit 2a: Day 14 Score with a Rubrid: - Unit 2b ay 14 Score with a Rubrid: - Unit 2b ay 14 Score with a Rubrid: - Unit 2b ay 14 Note Through Humor - Unit 2b ay 14 - Unit 2b ay 03 - Unit 2b ay 04 - Unit 2b ay 04 Remembering fine Focus Skills - Unit 2b ay 03 Stating your Opinion - Unit 4b ay 03 Stating your Opinion - Unit 4b ay 04 Using Prepositions - Unit 5: Day 05 The Beat Thing to Do With a Friend - Unit 5: Day 08 The Cardy House - Unit 5: Day 08 The Editing Checklist - Unit 5: Day 08			Using the Checklist
SUPPORTING SKILLS 1.1.2.b. Use and punctuation for sentences. Writing City - Unit 2a: Day 08 Picture, Pian and Write - Unit 2a: Day 09 ExclamationI - Unit 2a: Day 09 ExclamationI - Unit 2a: Day 10 Questions? - Unit 2a: Day 11 Voice Through Humor - Unit 2b: Day 03 Thinking about Spelling - Unit 2b: Day 04 Remembering End Punctuation - Unit 2b: Day 04 Vinit 2b: Day 04 Remembering the Focus Skills • Unit 2b: Day 04 Vinit 2b: Day 04 Weremoning the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Vinit 4: Day 04 Horder 4: Day 11 Assessment Writing • Unit 5: Day 04 Research Writing • Unit 5: Day 04 Using the Checklist • Unit 5: Day 04 Using the Checklist • Unit 5: Day 01 <td></td> <td></td> <td>• Unit 6: Day 02</td>			• Unit 6: Day 02
SUPPORTING SKILLS 1.L.2.d. Writing City • Unit 32: Day 08 Picture, Pilot Pilot 30: Pilot Pilot Pilot Pilot Pilot Vinit 32: Day 09 Exclamation! • Unit 32: Day 10 Guestions? • Unit 32: Day 14 Score with a Rubric • Unit 32: Day 14 Score with a Rubric • Unit 32: Day 04 Punctuation • Unit 32: Day 04 Remembering End Punctuation • Unit 32: Day 05 Fluffy the Cat • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Using Prepositions • Unit 5: Day 06 The Catney House • Unit 5: Day 08 The Catney House • Unit 5: Day 08 The Catney House • Unit 5: Day 08 The Editing • Unit 5: Day 08 The Editing • Unit 5: Day 04 Using Prepositions • Unit 5: Day 04 Using Prepositions • Unit 5: Day 08 The Editing • Unit 5: Day 08 The Editing <			The "How To" Plan
SUPPORTING SKILLS 1.L.2.d. VIDE 12: Day 06 Picture, 20: Deproved by 10 Question: Vinit 22: Day 10 Question: Question: Vinit 22: Day 10 Question: Vinit 22: Day 11 Voice Through Humor • Unit 22: Day 31 Voice Through Humor • Unit 22: Day 32 • Unit 22: Day 34 Score with a Rubric • Unit 22: Day 35 • Unit 22: Day 36 • Unit 22: Day 36 • Unit 22: Day 36 • Unit 42: Day 40 Score with a Rubric • Unit 41: Day 41 Remembering End Punctuation • Unit 4: Day 41 Remembering the Focus Skills • Unit 4: Day 41 Remembering the Focus Skills • Unit 4: Day 40 Using Prepositions • Unit 4: Day 41 Using Prepositions • Unit 4: Day 41 Assessment Writing • Unit 4: Day 41 Assessment Writing • Unit 5: Day 06 The Editing Checklist •	SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
SUPPORTING SKILLS 1.L.2.d. VIDE 12: Day 06 Picture, 20: Deproved by 10 Question: Vinit 22: Day 10 Question: Question: Vinit 22: Day 10 Question: Vinit 22: Day 11 Voice Through Humor • Unit 22: Day 31 Voice Through Humor • Unit 22: Day 32 • Unit 22: Day 34 Score with a Rubric • Unit 22: Day 35 • Unit 22: Day 36 • Unit 22: Day 36 • Unit 22: Day 36 • Unit 42: Day 40 Score with a Rubric • Unit 41: Day 41 Remembering End Punctuation • Unit 4: Day 41 Remembering the Focus Skills • Unit 4: Day 41 Remembering the Focus Skills • Unit 4: Day 40 Using Prepositions • Unit 4: Day 41 Using Prepositions • Unit 4: Day 41 Assessment Writing • Unit 4: Day 41 Assessment Writing • Unit 5: Day 06 The Editing Checklist •			Writing City
Picture, Plan and Write • Unit 2: Day 09 Exclamation! • Unit 2:: Day 10 Questions? • Unit 2:: Day 11 Voice Through Humor • Unit 2:: Day 13 Score with a Rubric • Unit 2:: Day 33 Thinking about Spelling • Unit 2:: Day 06 Fluffy the Cat • Unit 2:: Day 06 Fluffy the Cat • Unit 2:: Day 03 Thinking about Spelling • Unit 2:: Day 04 Remembering the Focus Skills • Unit 4: Day 02 Propositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 5: Day 05 The Editing Checklist • Unit 5: Day 06 The Candy House • Unit 5: Day 08 The Editing Checklist			
* Unit 2a: Day 09 Exclamation! * Unit 2a: Day 10 Questions? * Unit 2a: Day 11 Voice Through Humor * Unit 2a: Day 14 * Unit 2a: Day 14 * Unit 2a: Day 14 * Unit 2b: Day 03 Thinking about Spelling * Unit 2b: Day 04 * Unit 2b: Day 05 Flutty the Cat * Unit 2b: Day 14 * Unit 2b: Day 05 Flutty the Cat * Unit 2b: Day 04 Remembering End Punctuation * Unit 4: Day 02 Prepositions * Unit 4: Day 04 Using Prepositions * Unit 5: Day 06 The Catchy House * Unit 5: Day 08 The Editing Checklist * Unit 5: Day 08 The Editing Checklist * Unit 5: Day 01 Editing Checklist			
Exclamation1 • 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 14 Remembering End Punctuation • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Using Writing with Prepositions • Unit 5: Day 05 The East Thing to Do With a Friend • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 12 Using Prepositions • Unit 5: Day 12 Using The Checklist • Unit 5: Day 10 Editing • Unit 5: Day 12			
+ Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 05 Prepositions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Using Prepositions • Unit 4: Day 04 Writing with Prepositions • Unit 4: Day 05 The Best Thing to Do With a Friend • Unit 5: Day 05 The Cardy House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 01 Editing • Unit 5: Day 02 Editing Checklist • Unit 5: Day 01 Editing • Unit 5: Day 01			
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 14 Remembering the Focus Skills • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 14 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 10 The Earthy 10 The Eardy House • Unit 5: Day 05 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing Checklist • Unit 5: Day 09 Peer Editing Checklist • Unit 5: Day 01 Editing Checklist <td></td> <td></td> <td></td>			
SUPPORTING SKILLS 1.L.2.d. Voice Torugh Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 03 Stating your Opinion • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using prepositions • Unit 4: Day 04 Writing With Prepositions • Unit 5: Day 06 The East Thing to Do With a Friend • Unit 5: Day 05 The Cardy House • Unit 5: Day 06 The East Thing to Do With a Friend • Unit 5: Day 05 The Cardy House • Unit 5: Day 06 The Editing Checklist • Unit 5: Day 01 Editing • Unit 5: Day 02 Peer Editing • Unit 5: Day 01 Editing Checklist • Unit 5: Day 01 Editing Checklist			
Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 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 04 Using Prepositions • Unit 4: Day 01 The Best Thing to Do With a Friend • Unit 4: Day 01 The Best Thing to Do With a Friend • Unit 5: Day 08 • Unit 5: Day 09 Pere Editing • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing Checklist • Unit 5: Day 09 Peer Editing Checklist • Unit 5: Day 09 Peer Editing Checklist • Unit 6: Day 10 Editing Checklist • Unit 6: Day 10 Editing Checklist			
Support - Unit 2a: Day 14 Score with a Rubric - Unit 2b: Day 03 Thinking about Spelling - Unit 2b: Day 04 Remembering End Punctuation - Unit 2b: Day 05 Fluffy the Cat - Unit 2b: Day 05 Fluffy the Cat - Unit 2b: Day 05 Prepositions - Unit 4: Day 02 Prepositions - Unit 4: Day 04 Remembering the Focus Skills - Unit 4: Day 04 Remembering the Focus Skills - Unit 4: Day 05 Fluffy the Cat - Unit 4: Day 04 Witing with Prepositions - Unit 4: Day 04 Using Prepositions - Unit 4: Day 09 Writing with Prepositions - Unit 4: Day 09 Writing with Prepositions - Unit 4: Day 09 Writing with Prepositions - Unit 4: Day 05 The Best Thing to Do With a Friend - Unit 5: Day 05 The Candy House - Unit 5: Day 05 The Cating Checklist - Unit 5: Day 08 The Editing Checklist - Unit 5: Day 01 Editing Checklist - Unit 5: Day 10 Editing Checklist - Unit 5: Day 01 Editing Checklist - Unit 5: Day 01 Editing Chec			
Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 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 05 The East Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • 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 commo			
• Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 04 Remembering the Focus Skills • Unit 2b: Day 05 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 03 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 5: Day 05 Think : Day 04 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 05 The Catify House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 6: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist • Unit 6: Day 10 Editing Checklist • Unit 6: Day 01 Editing Checklist • Unit 6: Day 01 </td <td></td> <td></td> <td></td>			
SUPPORTING SKILLS 1.L.2.d. Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Flifty the Cat • Unit 2b: 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 01 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 10 Editing • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10 Editing Checklist			
• 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 5: Day 05 The Best Thing to Do With a Friend • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 09 Peer Editing Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10<			
SUPPORTING SKILLS 1.L.2.d. 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 09 Writing with Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 04 Editing Checklist • Unit 5: Day 01 Lea			
SUPPORTING SKILLS 1.L.2.d. • 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 01 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 05 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 01 Learn More About Writing • U			
SUPPORTING SKILLS 1.L.2.d. Fluffy the Cat • Unit 2:D: 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 04 Using Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 05 The Candy House • Unit 5: Day 05 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 4: Day 01 Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 1: Day 02 Writing City • Unit 1: Day 03 • Unit 1: Day 04			
SUPPORTING SKILLS 1.L.2.d. SUPPORTING SKILLS 1.L.2.d.			
SUPPORTING SKILLS 1.L.2.d. 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 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 5: Day 14 Using the Checklist • Unit 5: Day 15 Editing Checklist • Unit 5: Day 12 Using the Checklist SUPPORTING SKILLS 1.L.2.d.			
subset • 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 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 11 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 Wre Are Writers • Unit 1: Day 03			
SUPPORTING SKILLS 1.L.2.d. 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 10 Editing Ohecklist • Unit 6: Day 10 Editing Checklist • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: 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 5: Day 05 The Candy House • 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 10 Editing Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist SUPPORTING SKILLS 1.L.2.d. Using the Checklist Witting words phonetically, drawing on phonemic awareness and spelling conventions. Writing City			
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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			Prepositions
SUPPORTING SKILLS 1.L.2.d. • Unit 4: Day 04 • 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 08 The Editing Checklist • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: Day 10 Editing Checklist • Unit 5: 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 <td></td> <td></td> <td>• Unit 4: Day 03</td>			• Unit 4: Day 03
SUPPORTING SKILLS 1.L.2.d. Using Prepositions Unit 4: Day 09 Writing with Prepositions 			Stating your Opinion
• 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 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 10 Editing 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-apropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			• Unit 4: Day 04
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 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			Using 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 10 Editing Checklist • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			• Unit 4: Day 09
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 • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			Writing with Prepositions
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 • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			• Unit 4: Day 10
• Unit 4: Day 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 03			The Best Thing to Do With a Friend
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 • 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
• 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 • Unit 1: Day 10 Editing Checklist • Unit 1: Day 01 writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
SUPPORTING SKILLS1.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.Writing City • Unit 1: Day 03• Unit 1: Day 03			
• 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 • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
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 • Unit 6: Day 10 Editing 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
• 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing ChecklistSUPPORTING SKILLS1.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.Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
• 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing ChecklistSUPPORTING SKILLS1.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.Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
• 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
• 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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
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. Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
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			
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	SUPPORTING SKILLS	1.L.2.d.	Use conventional spelling for words with common spelling
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			
Writing City • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			untaught words phonetically, drawing on phonemic awareness and
Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers Unit 1: Day 03			spelling conventions.
Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers Unit 1: Day 03			Writing City
Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03			
Unit 1: Day 02 We Are Writers Unit 1: Day 03			
We Are Writers • Unit 1: Day 03			
• Unit 1: Day 03			
Sound Card Bingo			
			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 2b: Day 04 Thinking about Spelling Unit 2b: Day 05 Thinking about Spelling Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 07 Glows and Grows Unit 2b: Day 07 Glows and Grows Unit 5: Day 08 The Editing 0 Unit 5: Day 08 The Editing 1 Unit 5: Day 08 Unit 5: Day 14 Remembering the Focus Skills Unit 5: Day 08 The Editing 1 Unit 5: Day 12 Unit 5: Day 12 Unit 5: Day 14 Remembering the Focus Skills Unit 5: Day 14 Remembering the Focus Skills Unit 5: Day 14 Remembering the Focus Skills Unit 5: Day 14 Remembering 14 Unit 5: Day 14 Remembering the Focus Skills Unit 5: Day 14 Remembering 14 Unit 5: Day 14 Remembering 14 Unit 5: Day 14 Remembering 14 Unit 5: Day 14 Init 5: Day
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. <u>Writing City</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing

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	OD.OOK.S.W.	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 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: Review Focus Skills • Unit 2: Day 03 Narrative Writing: Revising by Adding Details • Unit 2: Day 05 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: Formal Writing Assessment Day 1 • Unit 2: Day 01 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3: Day 02 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 03 2 Paragraph Planning • Unit 3a: Day 04 Writing 2 Paragraphs • Unit 3a: Day 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 Name Part 2
Defining Nouns Part 2
• Unit 3b: Day 04
Writing a Conclusion
• Unit 3b: Day 05
Varying Sentences
Unit 3b: Day 06 Development of 2 Development Disco
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 Devicing and Editing
Revising and Editing
• Unit 4: Day 10
Writing a Letter
Unit 4: Day 11
Formal Writing Assessment: Planning
Unit 4: Day 12 Formal Writing Accomment
Formal Writing Assessment
Unit 4: Day 13 Eormal Writing Assessment: Povising and Editing
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
		• Únit 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 SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
STANDARD	CCR.5.W.5.	Develop and strengthen writing as needed by planning, revising,
STANDARD	CCR.5.W.5.	editing, rewriting, or trying a new approach.
		cutting, rewriting, or trying a new approach.
		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
		Unit 3a: Day 05 Revising to Add Adjectives and Adverbs
		 Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06
		 Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist
		 Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07
		 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 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist Unit 3a: Day 07 Glows and Grows Unit 3a: Day 10
		 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 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
		 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 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
		 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 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
		 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 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
		 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
		 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 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
		 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 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 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 15
		 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 15 Formal Writing Assessment: Revising and Editing
		 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 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
		 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 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 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 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
		 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 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 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 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
		 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 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

		7
STANDARD	CCR.5.W.6.	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 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
		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.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. Writing City • 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 07

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
		• 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

GOAL/STRAND	SD.CCR.5.L.	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 College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK	0D.001(.3.L.	
STANDARD	CCR.5.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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	00.2.11	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 • 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: Revising and Editing Unit 3b: Day 15 Formal Writing Assessment: Publishing Unit 3b: Day 17 Formal Writing Assessment: Publishing Unit 6: Day 06 4 Paragraph Planning SheetPart 1 Unit 6: Day 07 4 Paragraph Planning SheetPart 2 Unit 6: Day 08 Formal Writing Assessment Part 1 Unit 6: Day 09 Formal Writing Assessment Part 2
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.
		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: Review Focus Skills • Unit 2: Day 03 Narrative Writing: Revising by Adding Details • 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

SUPPORTING SKILLS	2.W.3.c.	 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
		 closure. 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: Rest Tense Verbs 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 06 Narrative Writing: Adjectives and Adverbs Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 Unit 2: Day 09 Narrative Writing: Formal Writing Assessment Day 1 Unit 2: Day 01 Varrative Writing: Formal Writing Assessment Day 2 Unit 3: Day 01 Narrative Writing: Formal Writing Assessment Day 2 Unit 5: Day 03 Writing in the Past Tense Day 1 Unit 5: Day 03 Writing in the Past Tense Day 1 Unit 5: Day 04 Writing in the Past Tense Day 1 Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 06 Possessive and Plural Nouns Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 09

		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.
STANDARD	2.00.5.	
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.
		Writing City
		• 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 Development 2
		4 Paragraph Planning SheetPart 1 • Unit 6: Day 07
		4 Paragraph Planning SheetPart 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).
		Writing City
		• 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).
		Writing City • Unit 3a: Day 02
		• Unit 3a: Day 02 Plural Nouns
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 12
1		
		• Unit 5: Day 04
		Writing in the Past Tense and Using Plural Nouns
		Writing in the Past Tense and Using Plural Nouns Unit 5: Day 09
		Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning
		Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10
		Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning
		• Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 02 Defining Nouns

SUPPORTING SKILLS	2.L.1.d.	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	2.L.1.d.	Writing City • 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). Writing City • 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

SUPPORTING SKILLS	2.L.1.g.	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 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
		 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. <u>Writing City</u> • 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

SUPPORTING SKILLS	2.L.2.b.	Use commas in greetings and closings of letters. Use commas to separate single words in a series.
		Writing City
		• 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.
		Writing City • 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.
		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
SUPPORTING SKILLS	2.L.2.e.	Generalize learned spelling patterns when writing words (e.g., cage
COLING ONLED		- badge; boy - boil).
		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
L		

SUPPORTING SKILLS	2.L.2.f.	 Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 06 Possessive and Plural Nouns Consult print and digital reference materials, as needed to check and correct spellings Writing City 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. <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 • 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. <u>Writing City</u> • 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
	JUN.J.N.4.	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 Becomes to Tayt A Tasta of Two
STANDARD	CCR.5.R.6.	Response to Text- A Taste of Two
STANDARD	CCK.5.K.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 Beanchese to Tayte Comparing Two Tayte
GOAL/STRAND		Response to Text- Comparing Two Texts
INDICATOR/BENCHMARK	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading 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

STANDARD	CCR.5.W.3.	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 09 Planning Sheets • Unit 3b: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 05 Voice and Kotes Journal • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 S Square Planning Sheet • Unit 6: Day 11 Uust Keep Writing • Unit 6: Day 14 Scoring with a Rubric Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
		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 04 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07

		Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 2: Day 02 What is a Fable? • 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. Writing City • 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 17 Off to the RACES • Unit 2: Day 18

• 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 Boyleing with A P M S
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 Personance to Text: A Teste of Two
Response to Text- A Taste of Two
Unit 4: Day 13 Response to Text- Comparing Two Texts
• Unit 4: Day 14
· Unit +. Day 14

	1	
		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,
	UCR.3.W.3.	editing, rewriting, or trying a new approach.
		country, rewriting, or it ying a new approach.
		Writing City
		• 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
	11	
		• Unit 2: Day 11
		• Unit 2: Day 11 The 6 Traits Rubric
		The 6 Traits Rubric
		The 6 Traits Rubric • Unit 2: Day 12
		The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience
		The 6 Traits Rubric • Unit 2: Day 12

	• Unit 2: Day 15
	EditingGlows and Grows
	• Unit 2: Day 16
	Intro to Response Writing • Unit 2: Day 17
	Off to the RACES
	• Unit 2: Day 18
	Writers Respond to Questions and Prompts
	• Unit 2: Day 19
	Using the Checklist
	• Unit 2: Day 20
	Read, Reread, Respond and Score
	• Unit 2: Day 21
	Read, Reread, Respond and Score • Unit 3a: Day 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

	1	
		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 Earmal Writing Association
		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 Definition and Calabratian
		Reflection and Celebration
	CCR.5.W.6.	Use technology, including the Internet, to produce and publish
STANDARD	CCR.3.W.0.	
STANDARD	COR.3.W.0.	writing and to interact and collaborate with others.
STANDARD	CON.3.W.0.	writing and to interact and collaborate with others.
STANDARD	GGR.3.W.0.	writing and to interact and collaborate with others. Writing City
STANDARD	CON.9.44.0.	writing and to interact and collaborate with others. <u>Writing City</u> • Unit 6: Day 15
		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.	writing and to interact and collaborate with others. Writing City • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	writing and to interact and collaborate with others. <u>Writing City</u> • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
GOAL/STRAND		writing and to interact and collaborate with others. Writing City • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	writing and to interact and collaborate with others. Writing City • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	writing and to interact and collaborate with others. Writing City • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	writing and to interact and collaborate with others. Writing City • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	writing and to interact and collaborate with others. Writing City • Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Start by Choosing a Topic Start by Choosing a Topic Context and collaborate with others. Writing City Start by Choosing a Topic Start by Choosing a Topic
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Unit 6: Day 02
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight Unit 6: Day 04
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 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
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight Unit 6: Day 04
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 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
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 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 06 Guided Notes Journal
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.W.	 writing and to interact and collaborate with others. Writing City Unit 6: Day 15 Publishing with Technology College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge 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 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

		 Unit 6: Day 08 Square Planning Sheet Unit 6: Day 10 Ready, Set, Write! Unit 6: Day 11 Just Keep Writing Unit 6: Day 12 Revising Ears Unit 6: Day 13 Editing Glasses Unit 6: Day 14 Scoring with a Rubric
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 10 Ready, Set, Write! • Unit 6: Day 14
STANDARD	CCR.5.W.9.	Scoring with a Rubric 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

• 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,	• 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. Writing City • 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 07 How to Bait a Reader • Unit 2: Day 10 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 13 Scoring with a Rubric • Unit 2: Day 13 Mriters Respond to Questions and Prompts • Unit 2: Day 14 Writers Respond to Questions and Prompts • Unit 2: Day 18 Writers Respond and Score • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 01			Deadly Cat Writel
GOAL/STRAND SD.CCR.5.W. College and Carear 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 for Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Fraits Rubric • Unit 2: Day 13 Scoring with a Rubric • 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 19 Read, Reread, Respond and Score • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21	COLL/STRAND SD.CCR.5.W. CORDERCHMARK Range of Writing STANDARD CCR.5.W.10. Wite 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 1: Day 03 Getting Ready to Write: Topics - Unit 1: Day 04 Getting Ready to Write: Topics - Unit 1: Day 08 Planning - Unit 1: Day 08 Planning - Unit 1: Day 04 Getting Ready to Write: Topics - Unit 1: Day 08 Planning - Unit 1: Day 04 Getting Ready to Write: Topics - Unit 1: Day 04 Writing Tom Experience - Unit 2: Day 14 The 6 Traits Rubric - Unit 2: Day 14 Writer Readows and Grows - Unit 2: Day 15 Editing-Clows and Grows - Unit 2: Day 16 Intro to Response Writing - Unit 2: Day 16 Writer Ready Respond and Score - Unit 2: Day 17 Off to the RACES - Unit 2: Day 17 Off to the RACES - Unit 2: Day 10 Hinf 2: Day 20 Read, Reread, Respond and Score			
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 1: Day 08 Getting Ready to Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 109 How to Bait a Reader • Unit 2: Day 12 Writing From Experience • Unit 2: Day 12 Writing Grows • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 The 6 Traits Rubric • Unit 2: Day 15 Editing-Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 13 Read, Reread, Respond and Score • Unit 2: Day 14 Writers Respond and Score	COAL/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 1: Day 08 Getting Ready to Write: Topics • Unit 2: Day 07 Writing day for Writing • Unit 2: Day 08 Getting Ready to Write: Topics • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 12 Writing from Experience • Unit 2: Day 12 Writing from Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing-Glows and Grows • Unit 2: Day 15 Unit 2: Day 16 • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond and Score • Unit 3: Day 04 Normative • Unit 3: Day 05 Narrative ws. Non-Narrative • Unit 3: Day 04 Norici <tr< th=""><th></th><th></th><th></th></tr<>			
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 1: Day 08 Getting Ready for Writing • 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 10 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 13 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 2: Day 21	NDICATOR/BENCHMARK Range of Writing STANDARD CGR.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 1: Day 03 Getting Ready for Writing • Unit 1: Day 03 • Unit 2: Day 04 • Unit 2: Day 07 Writing City • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 10 • Unit 2: Day 10 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 Writing Grow Experience • Unit 2: Day 13 • Unit 2: Day 14 Writing City • Unit 2: Day 14 • Unit 2: Day 15 Editing - Glows and Grows • Unit 2: Day 16 • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 11 • Unit 2: Day 13 • Unit 2: Day 14 Writers Respond to Questions and Prompts • Unit 2: Day 14 Writers Respond to Questions and Prompts • Unit 2: Day 14 • Unit 2: Day 14 Writers Read, Respond and Score • Unit 32: Day 04 • Unit 32: Day 04 </th <th></th> <th></th> <th></th>			
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 1: Day 08 Getting Ready for Writing • Unit 2: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 10 Writers Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3: Day 01	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 1: Day 08 Getting Ready to Write: Topics • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 • Unit 2: Day 10 • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Writers Respond to Questions and Prompts • Unit 2: Day 13 Using the Checklist • Unit 2: Day 14 Unit 2: Day 13 Using the Checklist • Unit 2: Day 14 Writers Respond to Questions and Prompts • Unit 2: Day 13 Using the Checklist • Unit 2: Day 14 • Unit 2: Day 14 Writers Respond to Questions and Prompts • Unit 3: Day 04 • Unit 3: Day 10 Informational Writing • Unit 3: Day 10<		SD.CCR.5.W.	
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 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 08 How to Bait a Reader • Unit 2: Day 10 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 EditingGlows and Grows • Unit 2: Day 15 EditingGlows and Grows • 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 2: Day 21	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 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Scoring with a Rubric • 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 19 Using the Checklist • Unit 2: Day 19 Using the Checklist • Unit 2: Day 10 Read, Reread, Respond and Score • Unit 3: Day 03 Narrative vs. Non-Narrative • Unit 3:: Day 03 Narrative vs. Non-Narrative • Unit 3:: Day 04 Vrice • Unit 3:: Day 05 Introductions and Topic Sentences • Unit 3:: Day 09 Score and Brainstorm • Unit 3:: Day 09 Score and Brainstorm • Unit 3:: Day 09 Score and Brainstorm • Unit 3:: Day 04 Vrice • Unit 3:: Day 05 Introductions and Planning • Unit 3:: Day 04 Vrice • Unit 3:: Day 05 Introductions and Planning • Unit 3:: Day 10 Teacher Modeling and Planning • Unit 3:: Day 12 Revising with A.R.M.S. • Unit 3:: Day 13	INDICATOR/BENCHMARK		Range of Writing
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	Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13	INDICATOR/BENCHMARK		Scoring with a Rubric College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Writing City 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 09 How to Bait a Reader Unit 2: Day 09 How to Bait a Reader Unit 2: Day 10 How to Bait a Reader Unit 2: Day 11 The 6 Traits Rubric 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 21 Read, Reread, Respond and Score Unit 3: Day 01 Informational Writing Using the Checklist Unit 3: Day 03 Narrative vs. Non-Narrative Unit 3: Day 05 Introductions and Topic Sentences Unit 3: Day 05 Introductions and Topic Sentences Unit 3: Day 09 Score and Brainstorm Unit 3: Day 10 Feacher Modeling and Planning

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 12 Editing Checklist Unit 3b: Day 13 Scoring Our Writing Unit 3b: Day 17
Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17
Unit 3b: Day 13 Scoring Our Writing Unit 3b: Day 17
Scoring Our Writing • Unit 3b: Day 17
• Unit 3b: Day 17
Scotling 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?
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 Secret Blan & Talk!
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

	u 	
		Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
GOAL/STRAND	SD.CCR.5.SL.	College and Career Readiness Anchor Standards for Speaking and
		Listening
INDICATOR/BENCHMARK STANDARD	CCR.5.SL.2.	Comprehension and Collaboration 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. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows 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 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11

		Special Place • Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 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
STANDARD	CCR.5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing.
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. Writing City
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist
STANDARD	CCR.5.L.2.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11
		capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
GOAL/STRAND	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language
		capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language to understand how language functions in different contexts, to make effective choices for
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language 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.
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City • Unit 3b: Day 16
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City • Unit 3b: Day 16 Vocabulary in a Text
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. Writing City • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City • Unit 3b: Day 16 Vocabulary in a Text
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. 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 College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response
GOAL/STRAND INDICATOR/BENCHMARK	SD.CCR.5.L.	capitalization, punctuation, and spelling when writing. 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 College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Writing City • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 18

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 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. <u>Writing City</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising-Glows and Grows • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S. • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising a Response • Unit 4: Day 09 Formal Writing Assessment • Unit 5: Day 04 Fable Beginnings • Unit 5: Day 04 Formal Writing Assessment

	1	a Unit 5: Day 15
		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.
		<u>Writing City</u> • 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 18 Response to Text- A Taste of Two • 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. <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 18 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. <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
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 STANDARD	3.RI.7.	Integration of Knowledge and Ideas 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.Rl.9.	Compare and contrast the main ideas and key details presented in two texts on the same topic. <u>Writing City</u> • 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.Rl.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). <u>Writing City</u> • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
SUPPORTING SKILLS	3.Rl.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. <u>Writing City</u> • 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

GOAL/STRAND	SD.3.W.	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 Writing Standards
INDICATOR/BENCHMARK STANDARD	3.W.1.	Text Types and Purposes 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. <u>Writing City</u> • 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 05 Mini Stories Support Your Thesis • 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. <u>Writing City</u> • 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. <u>Writing City</u> • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
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 07 Wrap-Up Conclusions • Unit 3a: Day 00 Teacher Modeling and Planning • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 02 Becoming Experts • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 04 Linking conclusions • Unit 3b: Day 04 Parations • Unit 3b: Day 04 Linking conclusions • Unit 3b: Day 07 Paratisting Conclusions • Unit 3b: Day 08 Noice and Word Choice • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 01 Formal Writing Assessment • Unit 3b: Day 01 Formal Writing Assessment • Unit 6: Day 03 Ready, Set, Highlight

		Linit & Day 04
		• 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.
		Writing City
		• 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.
		Writing City
		• 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 Povisiting Conclusions
		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. Writing City • 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 09 How to Bait a Reader • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 RevisingGlows and Grows • Unit 5: Day 03 Planning Wheels • Unit 5: Day 03 Planning Wheels • Unit 5: Day 03 Planning Wheels • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 13 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 04 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14

	1	Production Officer and Orea
		RevisingGlows and Grows
		• Unit 3a: Day 04
		Voice
		• Unit 5: Day 02
		What is a Fable?
		• Unit 5: Day 06
		Moral of the Lesson
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 15
		Scoring Fables
		• Unit 5: Day 16
		Revising Fables
SUPPORTING SKILLS	3.W.3.c.	Use temporal words and phrases to signal event order.
		Writing City
		• Unit 1: Day 02
		6 Traits: Ideas
		• Unit 1: Day 03
		6 Traits: Organization
		• Unit 2: Day 04
		Using Dialogue to Develop Characters
		• Unit 2: Day 05
		Sequencing and Linking Words
		• Unit 2: Day 06
		Writing with Emotion
		• Unit 2: Day 07
		Writing the Whole Story
		• Unit 2: Day 08
		Planning
		• Unit 2: Day 09
		How to Bait a Reader
		• Unit 2: Day 10
		Catchy Closures
		• Unit 2: Day 12
		Writing From Experience
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 5: Day 02
		What is a Fable?
		• Unit 5: Day 03
		Planning Wheels
		• Unit 5: Day 07
		Fable Beginnings
		Unit 5: Day 08 Eable Diagning: Talk it Out
		Fable Planning: Talk it Out
		• Unit 5: Day 09
		Linking and Transition Words
		• Unit 5: Day 12
		Score, Plan, & Talk!
		• Unit 5: Day 13
		Score, Plan, & Write!
		• Unit 5: Day 14
		Formal Writing Assessment
SUPPORTING SKILLS	3.W.3.d.	Provide a sense of closure conclusion (when appropriate to the
		genre).
		Writing City
		• Unit 1: Day 03
		6 Traits: Organization
		• Unit 2: Day 08
		Planning
		• Unit 2: Day 10
		Catchy Closures
1	11	Galchy Gusures

GOAL/STRAND SD.3.W.	Unit 5: Day 14 Formal Writing Assessment Writing Standards Production and Distribution of Writing
	Ŭ
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.) Writing City V. Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 1: Day 04 9 Traits: Organization • Unit 1: Day 04 9 Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing the Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 10 Catchy Closures • 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 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3: Day 21 Informational Writing • Unit 3: Day 21 Informational Writing • Unit 3: Day 10 Informational Writing • Unit 3: Day 10 Informational Writing • Unit 3: Day 11 Special Place • Unit 3b Day 13 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
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
Latting oldooco

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.)
	Writing City
	• Unit 1: Day 01
	Getting Ready to Write: Topics
	Unit 1: Day 08 Getting Ready for Writing
	• Unit 2: Day 07
	Writing the Whole Story
	• Unit 2: Day 08 Planning
	• Unit 2: Day 09
	How to Bait a Reader
	Unit 2: Day 11 The 6 Traits Rubric
	• Unit 2: Day 12
	Writing From Experience
	Unit 2: Day 13 Scoring with a Rubric
	• Unit 2: Day 15
	EditingGlows and Grows
	Unit 2: Day 16 Intro to Response Writing
	Unit 2: Day 17
	Off to the RACES
	Unit 2: Day 18 Writers Respond to Questions and Prompts
	Unit 2: Day 19
	Using the Checklist
	Unit 2: Day 20
	Read, Reread, Respond and Score Unit 2: Day 21
	Read, Reread, Respond and Score
	• Unit 3a: Day 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
		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	0.141.7	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 05 Glows and Grows • Unit 6: Day 07 Glows and Grows • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 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. <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 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. Writing City
		Unit 1: Day 01 Getting Ready to Write: Topics Unit 1: Day 08
		Getting Ready for Writing • Unit 2: Day 07
		Writing the Whole Story • Unit 2: Day 08
		Planning • Unit 2: Day 09 How to Bait a Reader
		• Unit 2: Day 11
		The 6 Traits Rubric • Unit 2: Day 12
		Writing From Experience
		• Unit 2: Day 13 Scoring with a Rubric
		• Unit 2: Day 15
		EditingGlows and Grows • Unit 2: Day 16
		Intro to Response Writing
		Unit 2: Day 17 Off to the RACES
		• Unit 2: Day 18
		Writers Respond to Questions and Prompts Unit 2: Day 19
		Using the Checklist
		Unit 2: Day 20 Read, Reread, Respond and Score
		• Unit 2: Day 21
		Read, Reread, Respond and Score • Unit 3a: Day 01
		Informational Writing
		• Unit 3a: Day 03 Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice • Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 09 Score and Brainstorm
		• Unit 3a: Day 10
		Teacher Modeling and Planning • Unit 3a: Day 11
		Special Place
		• Unit 3a: Day 12 Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 04 Linking and Transition Words
		• Unit 3b: Day 09

Planning Sheets
• Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 11
Revising with A.R.M.S
• Unit 3b: Day 12
Editing Checklist
• Unit 3b: Day 13
Scoring Our Writing
• Unit 3b: Day 17 Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14 Beanance to Taxt. A Baraussius Letter
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
Nesponses to rest. comparing morals

GOAL/STRAND	SD.3.L.	 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 10 Ready, Set, Write! 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
	3D.3.L.	
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. Writing City • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02 Adverbs • Unit 2: Day 14 RevisingGlows and Grows • Unit 3b: Day 05 Voice and Word Choice • Unit 4: Day 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 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.

SUPPORTING SKILLS	3.L.1.d.	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 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. <u>Writing City</u> • 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) <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 RevisingGlows 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 RevisingGlows 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. <u>Writing City</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story

		 Unit 2: Day 14 RevisingGlows and Grows Unit 3a: Day 08 Score and Organize Unit 3b: Day 08 Uno, Dos, Traits Unit 5: Day 01 Meeting Aesop Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables
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 RevisingGlows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing
		• Unit 6: Day 14 Scoring with a Rubric
GOAL/STRAND	SD.3.L.	Scoring with a Rubric
GOAL/STRAND INDICATOR/BENCHMARK	SD.3.L.	
	SD.3.L. 3.L.2.	Scoring with a Rubric Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR/BENCHMARK		Scoring with a Rubric Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English
INDICATOR/BENCHMARK STANDARD	3.L.2.	Scoring with a Rubric Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17
INDICATOR/BENCHMARK STANDARD SUPPORTING SKILLS	3.L.2. 3.L.2.a.	Scoring with a Rubric Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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

		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 RevisingGlows and Grows
		 Unit 3a: Day 04 Voice Unit 5: Day 02 What is a Fable? Unit 5: Day 04
		Fables and Focus • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14
		Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
		• Unit 5: Day 17 Editing Fables
SUPPORTING SKILLS	3.L.2.d.	Form and use possessives. Writing City
		 Unit 1: Day 07 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 EditingGlows and Grows • Unit 3a: Day 09
		 Onit 3a: Day 09 Score and Brainstorm Unit 3a: Day 13 Editing and Scoring Unit 3b: Day 12 Editing Checklist
		• Unit 4: Day 11

		Edition and Oceanian
		Editing and Scoring • Unit 5: Day 17
		Editing Fables
GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BENCHMARK	3D.3.L.	
		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. Writing City
		Unit 2: Day 06 Writing with Emotion
		• Unit 2: Day 14 RevisingGlows and Grows
		• Unit 3a: Day 04 Voice
		Unit 3a: Day 11 Special Place
		Unit 3a: Day 12 Revising with A.R.M.S.
		• Unit 3b: Day 05
		Voice and Word Choice • Unit 3b: Day 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.
		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
		• Unit 6. Day 14

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). <u>Writing City</u> • 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 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • 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 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 17 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 17 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables

• l	Unit 5: Day 16
Re	evising 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 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Response and Score- Day 1 • Unit 3b: Day 18 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 12 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 03

STANDARD	CCR.5.R.3.	 Unit 6: Day 05 Paraphrasing Unit 6: Day 07 Finishing the Journal 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 17 Ways Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond and Score Unit 2: Day 15 Response Writing and Text Features Unit 3b: Day 17 Nonfiction Response and Score- Day 1 Unit 3b: Day 18 Nonfiction Response and Score- Day 2 Unit 3b: Day 18 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 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 13 Compare and Contrast 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.

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 Occurrence and Occutenct
		Compare and Contrast
GOAL/STRAND	SD.CCR.5.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK	CCD 5 D 40	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 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	00.001	Production and Distribution of Writing
STANDARD	CCR.5.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 10 Planning • Unit 2: Day 12 Formal Writing • Unit 2: Day 12 Formal 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 3b: Day 04 Formal Writing • Unit 3b: Day 05 Foccus 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
TANDARD	CCR.5.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing City
		• 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 Chest
		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 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.
		-
		Writing City
		• 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
		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.
		31 3
		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 Records and Sector Day 2
		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		Write routingly over extended time frames (time for response)
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
		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 Characteria Vision
		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 Devicing and Editing
		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 Research to Overstiens & Provents
		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 Units the Blancing Sheet
		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!
		verus, verus, verus!

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 Demonstrate Demonstrate Letter Device Control
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. Writing City • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong verbs • Unit 2: Day 02 Strong verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3:: 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 6: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 6: Day 04 Legend Planning Wheels • 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 07 Finishing the Journal • 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. Writing City • 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 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 5: 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 comprehensio or expression. Writing City • Unit 1: Day 06 6 f 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 04 Writing With Sensory Details • Unit 3: Day 07 Glows and Grows - Part 2 • Unit 3: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 10 Glows and Grows - Part 2 • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs1 • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Revising With St. Cards • Unit 4: Day 08 Revising With a Student Sample • Unit 4: Day 09 Revising Charles Cards • Unit 4: Day 09 Revising With Student Sample • Unit 4: Day 09 Revising Ears • Unit 4: Day 00 Revising Ears • Unit 5: Day 14 Verbs, Verbs, Verbs Verb Tenses • Unit 5: Day 14 Verbs 15: Day 14 Verbs, Verbs Verb Verb Tenses • Unit 5: Day 14 Verbs, Verbs, Verbs Verb Tenses • Unit 5: Day 14 Verbs; Verbs Verb Tenses
when encountering an unknown term important to comprehensio or expression. Writing City • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 02 Strong Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Transitioning Smoothly • Unit 3: Day 04 Formal Writing • Unit 3: Day 04 Revising for Similes and Sensory Details • Unit 3: Day 05 Revising for Similes and Sensory Details • Unit 3: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Revising Writing: Opinion Piece - Part 1 • Unit 4: Day 09 Revising Conjoinon Piece - Part 2 • Unit 4: Day 09 Revising Bras • Unit 4: Day 09 Revising Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Writh 20 Portal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Writh 5: Day 10 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 04
or expression. Writing City • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 10 Definitions • Unit 3b: Day 10 Forcus Skill Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 11 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 04
Writing City • 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 04 Writing With Sensory Details • Unit 3: Day 04 Formal Writing • Unit 3: Day 07 Glows and Grows - Part 2 • Unit 3: Day 09 Revising for Similes and Sensory Details • Unit 3: Day 09 Revising for Similes and Sensory Details • Unit 3: Day 05 Forcus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 04 Horids: Day 04
 • 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 04 Writing With Sensory Details • Unit 2: Day 04 Formal Writing • 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 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs ! • Unit 3b: Day 12 Revising for Similes and Sensory Details • Unit 3b: Day 12 Revising With A.R.M.S. • Unit 3b: Day 12 Revising the Student Sample • Unit 3b: Day 14 Verbs, Verbs ! • Unit 3b: Day 15 • Unit 3b: Day 12 Revising the Student Sample • 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 Words and Progressive Verb Tenses • Unit 5: Day 04
 • 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 04 Writing With Sensory Details • Unit 2: Day 04 Formal Writing • 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 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs ! • Unit 3b: Day 12 Revising for Similes and Sensory Details • Unit 3b: Day 12 Revising With A.R.M.S. • Unit 3b: Day 12 Revising the Student Sample • Unit 3b: Day 14 Verbs, Verbs ! • Unit 3b: Day 15 • Unit 3b: Day 12 Revising the Student Sample • 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 Words and Progressive Verb Tenses • Unit 5: Day 04
6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong Vs. Weak Verbs • Unit 2: Day 03 Honoring Geod Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 04 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 04 Revising for Similes and Sensory Details • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Verbs, Verbs I • Unit 3b: Day 11 Verbs, Verbs I • 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 09 Revising Vords and Progressive Verb Tenses • Unit 5: Day 04
 • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 06 Definitions • Unit 3b: Day 06 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Verbs, Verbs! • Unit 3b: Day 11 Verbs, Verbs! • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 09 Revising vith 2: Opinion Piece - Part 2 • Unit 4: Day 09 Revising vith 2: Opinion Piece - Part 2 • Unit 4: Day 09 Revising vith 2: Opinion Piece - Part 2 • Unit 4: Day 09 Revising vith 2: Opinion Piece - Part 2 • Unit 4: Day 09 Revising vith 2: Opinion Piece - Part 2 • Unit 4: Day 09 Revising vith 2: Opinion Piece - Part 2 • Unit 4: Day 09 Revising vith 2: Day 04
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 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs] • Unit 3b: Day 11 Verbs, Verbs] • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising ears • Unit 5: Day 04
 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 3: Day 04 Formal Writing Unit 3: Day 04 Formal Writing Unit 3: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Forcus Skill Writing Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! 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 08 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 4: Day 09 Revising withing: Opinion Piece - Part 2 Unit 5: Day 04
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 00 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 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 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04
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 00 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, Verbsl • Unit 3b: Day 11 Verbs, Verbs, Verbsl • Unit 3b: Day 11 Verbs, Verbs, Verbsl • Unit 3b: Day 11 Nonfiction Choice Cards • Unit 4b: Day 06 Analyzing the Student Sample • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04
 Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 04 Writing With Sensory Details Unit 2: Day 05 Transitioning Smoothly Unit 3: Day 04 Formal Writing Unit 3: Day 07 Glows and Grows - Part 2 Unit 3: Day 09 Revising for Similes and Sensory Details Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 3b: Day 12 Revising the Student Sample Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 09 Revising Opinion Piece - Part 1 Unit 4: Day 09 Revising Ears Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses Unit 5: Day 04
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 09 Revising Ears • Unit 5: Day 04
 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 04 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs! Unit 3b: Day 12 Revising the Student Sample Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 09 Revising Ears Unit 5: Day 04
Writing With Sensory Details• Unit 2: Day 05Transitioning Smoothly• Unit 3a: Day 04Formal Writing• Unit 3a: Day 07Glows and Grows - Part 2• Unit 3a: Day 07Glows and Grows - Part 2• Unit 3a: Day 09Revising for Similes and Sensory Details• Unit 3b: Day 03Definitions• Unit 3b: Day 05Focus Skill Writing• Unit 3b: Day 05Focus Skill Writing• Unit 3b: Day 10Formal Writing• Unit 3b: Day 11Verbs, Verbs, Verbs!• Unit 3b: Day 12Revising with A.R.M.S.• Unit 3b: Day 17Nonfiction Choice Cards• Unit 4: Day 06Analyzing the Student Sample• Unit 4: Day 07Formal Writing: Opinion Piece - Part 1• Unit 4: Day 08Formal Writing: Opinion Piece - Part 2• Unit 4: Day 09Revising Ears• Unit 5: Day 02Descriptive Words and Progressive Verb Tenses• Unit 5: Day 04
 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 03 Definiting Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 Formal Writing Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 3b: Day 17 Nonfiction Choice Cards Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears Unit 5: Day 04
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 06 Analyzing the Student Sample • Unit 4: Day 08 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 04
 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! Unit 3b: Day 12 Revising with A.R.M.S. 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 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! • 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 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04
 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, Verbs1 Unit 3b: Day 12 Revising with A.R.M.S. Unit 3b: Day 07 Nonfiction Choice Cards 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 04
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 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
 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 09 Revising Ears Unit 5: Day 04
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
 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
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
 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 08 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
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
 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
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
 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
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
 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
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
 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
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
 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
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
 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
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
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
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
• 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
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
 Unit 4: Day 09 Revising Ears Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses Unit 5: Day 04
Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04
 Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses Unit 5: Day 04
Descriptive Words and Progressive Verb Tenses Unit 5: Day 04
• 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

GOAL/STRAND INDICATOR/BENCHMARK STANDARD	SD.4.RL. 4.RL.3.	Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Reading Standards for Literature Key Ideas and Details 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 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. <u>Writing City</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
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.
		Writing City • 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.
		Writing City• Unit 2: Day 16Intro to Response to Text• Unit 3b: Day 15Response Writing and Text Features• Unit 3b: Day 16Nonfiction Text Summaries• Unit 3b: Day 17Nonfiction Choice Cards• Unit 3b: Day 18Nonfiction Response and Score- Day 1• Unit 3b: Day 19Nonfiction Response and Score- Day 2• Unit 4: Day 02What Do We Think of Zoos?• Unit 4: Day 13Response to Text - Persuasive Letter - Part 1• Unit 5: Day 12Response to Text• Unit 6: Day 03Ready, Set, Highlight!• Unit 6: Day 05Paraphrasing• Unit 6: Day 06Guided Note-Taking Journal - Part 2• Unit 6: Day 07Finishing 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		Determine the meaning of general seademic and domain enceific
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. <u>Writing City</u> • Unit 3b: Day 17
		• Onit 30: 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
		 • Unit 3D, 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

STANDARD	4.RI.9.	Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal 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 18 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 5: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 • 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 2 • 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 STANDARD	4.RI.10.	Range of Reading and Level of Text Complexity By the end of the year read and comprehend a variety of
SUPPORTING SKILLS	4.Rl.10.a.	informational texts. 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
		Nonfiction Response and Score- Day 2
	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency Pead with sufficient accuracy and fluency to support
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 INDICATOR/BENCHMARK	SD.4.W.	Writing Standards 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

SUPPORTING SKILLS	4.W.1.d.	 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 Provide a conclusion related to the opinion presented. Writing City 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. 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 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. Writing City • 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
	4.W.2.c.	
SUPPORTING SKILLS		
		Link ideas with in paragraphs and sections of information using
	- T. TT. <u>2</u> . U.	grade level appropriate words and phrases.
	7.11.2.0.	grade level appropriate words and phrases.
	7.77.2.0.	grade level appropriate words and phrases. Writing City
	7. 77. 2. 0.	grade level appropriate words and phrases. <u>Writing City</u> • Unit 3a: Day 04
	-1, 11, 2, 0,	grade level appropriate words and phrases. Writing City
	-1, 11, 2, 0,	grade level appropriate words and phrases. <u>Writing City</u> • Unit 3a: Day 04 Formal Writing
	-1, 11, 2, 0,	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
	-1, 11, 2, 0,	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
	-1, 11, 2, 0,	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
	-1, 11, 2, 0,	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
	-1, 11, 2, 0,	grade level appropriate words and phrases. Writing City • 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
	-1, 11, 2, 0,	grade level appropriate words and phrases. Writing City • 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
	-1, 11, 2, 0,	grade level appropriate words and phrases. Writing City • 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
	-,,,,,	grade level appropriate words and phrases. Writing City • 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
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • 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
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • 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!
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • 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
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S.
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • 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!
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing!
	-, , , , , , , , , , , , , , , , , , ,	grade level appropriate words and phrases. Writing City • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12
		grade level appropriate words and phrases. Writing City • 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 12 Revising with A.R.M.S. • 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.	grade level appropriate words and phrases. Writing City • 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 Use precise language and domain-specific vocabulary to inform
		grade level appropriate words and phrases. Writing City • 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 12 Revising with A.R.M.S. • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
		grade level appropriate words and phrases. Writing City • 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 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 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Use precise language and domain-specific vocabulary to inform about or explain the topic.
		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 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 Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Writing City</u>
		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 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 Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Writing City</u> • Unit 3a: Day 04
		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 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 Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Writing City</u>

	1	Clowe and Crowe Bart 2
		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.
		Multing City
		Writing City • 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
		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	4.144.0	Muite neurotines (s.g. sterr, nestry, dreme) to develop real and
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and
STANDARD	4.W.3.	imagined experiences or events using effective technique,
STANDARD	4.W.3.	
SUPPORTING SKILLS	4.W.3. 4.W.3.a.	imagined experiences or events using effective technique,
		imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that
		imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a
		imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that

		 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 04 Voice • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3b: Day 08 Revising • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write!
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 04Voice• Unit 1: Day 066 Traits: Word Choice• Unit 2: Day 01Strong Verbs• Unit 2: Day 02Strong vs. Weak Verbs• Unit 2: Day 03Honoring Good Writing With Revision• Unit 2: Day 04Writing With Sensory Details• Unit 2: Day 08Show And Tell Review• Unit 2: Day 10Scoring With A Rubric - Part 2• Unit 2: Day 12Formal Writing• Unit 5: Day 02Descriptive Words and Progressive Verb Tenses• Unit 5: Day 04Legend Planning Wheels• Unit 5: Day 06Uno, 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 Ist or 3rd Person Narrators Unit 5: Day 04 Legend Planning Wheels Unit 5: Day 10
		Compare Characters
GOAL/STRAND	SD.4.W.	Writing Standards
STANDARD	4.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and
	-7	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 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
• Unit 3D: Day 03 Definitions
Unit 3b: Day 05 Focus Skill Writing
• Unit 3b: Day 06
Domain-Specific Vocabulary
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs!
• Unit 3b: Day 12
Revising with A.R.M.S.
• Unit 4: Day 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 Cuided Nete Taking Journal, Part 2
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		Unit 6: Day 08 Glows and Grows
		Glows and Grows
		Unit 6: Day 09 Cuided Note Taking Journal Bart 3
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10 Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		Unit 6: Day 12 Use Keen Writing
		Just Keep Writing, Just Keep Writing! • Unit 6: Day 13
		• Onit 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.)
		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.)
		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.) Writing City
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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
		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 05 A Character's Voice • 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
		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 05 A Character's Voice • 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
		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 05 A Character's Voice • 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
		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 05 A Character's Voice • 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
		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
		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
		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
		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 10 Planning • 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
		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.) Writing City • 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
		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 10 Planning • 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

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 <u>Writing City</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others <u>Writing City</u> • 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. <u>Writing City</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK	4.W.7.	Research to Build and Present Knowledge 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. <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 6: Day 02 Searching the Internet • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal
	SD.4.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD SUPPORTING SKILLS	4.W.9. 4.W.9.a.	Draw evidence from literary or informational texts to support written analysis, reflection, and research. 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 02 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. <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 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 2: 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 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 to Questions & Prompts • Unit 2: Day 20 Read, Reread and Respond • Unit 3: Day 03 Using the Planning Sheet • Unit 3: Day 04 Formal Writing • Unit 3: Day 04 Formal Writing • Unit 3:: Day 05 Reworking Conclusions • Unit 3:: Day 07 Glows and Grows - Part 2 • Unit 3:: 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 Original Transitions and Loads Of Mul
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 Writel
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 Out of the second se
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 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. <u>Writing City</u> • 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).* <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 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. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 6: Day 08
SUPPORTING SKILLS	4.L.1.e.	Glows and Grows 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 04Writing With Sensory Details• Unit 5: Day 02Descriptive Words and Progressive Verb Tenses• Unit 5: Day 04Legend Planning Wheels• Unit 5: Day 08Check-in and Write!
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases. <u>Writing City</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <u>Writing City</u> • 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). <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
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. 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 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. SD.4.L.	Spell grade-appropriate words correctly, consulting references as needed. 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 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing 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. Writing City • 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 04 Formal Writing • 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 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 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 07 Glows and Grows • 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. <u>Writing City</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
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). <u>Writing City</u> • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2
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).
Writing City
• 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 Prograssive Verb Tensor
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!
Sust Neep withing, sust Neep withing:

	• 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.
		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 Department of the second General Control
		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 Cuided Note Taking Journal
		Guided Note-Taking Journal • Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows • Unit 6: Day 08
		Introducing the Rubric
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
L		······································

STANDARD	CCR.5.R.6.	Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images Assess how point of view or purpose shapes the content and style of a text. <u>Writing City</u> • 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. <u>Writing City</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 12 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
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.
		Writing City • 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.
		Writing City • 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.
	Writing City
	• 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 Page Parced Respond and Secret
	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
	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

	1	
		• 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,
	5011.0.11.0.	editing, rewriting, or trying a new approach.
		culturing, for trying a new approach.
		Writing City
		• 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
	11	• Unit 3a: Day 05
		Model the Plan
		Model the Plan • Unit 3a: Day 06
		• Unit 3a: Day 06 Where I Live
		• Unit 3a: Day 06
		• Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points
		• Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08
		• Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points

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 Personance to Taxt: Two of a Kind
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 12
		 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
		<u>Writing City</u> • Unit 5: Day 01 What is Historical Fiction?

		 Unit 6: Day 02 Gathering Resources Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows 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. Writing City • 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 0 • Unit 2: Day 14 Revising • Unit 2: Day 14 Revising • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 14 Revising • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 Points • Unit 3a: Day 08

 Uning Commas Uning 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 04 S square Paragraphs Unit 3b: Day 05 Linking ideas Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 07 Ravising Unit 3b: Day 07 Ravising Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 09 Ravising Unit 3b: Day 09 Ravising Unit 3b: Day 01 Editing Unit 3b: Day 02 Facta and Ophilons Unit 4: Day 02 Facta and Ophilons Unit 4: Day 03 S square Paragraphs Unit 4: Day 06 Facta and Ophilons Unit 4: Day 07 Facta Rubric Unit 4: Day 08 Paragraphs 14, 8 Unit 4: Day 10 Ravising Unit 4: Day 10 Ravising Unit 4: Day 10 Ravising Unit 4: Day 08 Paragraphs 14, 8 Unit 4: Day 08 Paragraphs 14, 8 Unit 4: Day 10 Ravising Unit 4: Day 10 Ravising Unit 4: Day 11 Editing Unit 4: Day 10 Ravising Unit 4: Day 10 Ravising Unit 4: Day 11 Editing Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 06 Writing attores Unit 5: Day 06 Writing attores Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Writing and Commas Unit 5: Day 09 	
Using Commiss + Unit 3a: Day 10 Revising Part 1 + Unit 3a: Day 11 Revising Part 2 - Unit 3a: Day 12 Editing - Unit 3b: Day 02 Brainstorming - Unit 3b: Day 02 Brainstorming - Unit 3b: Day 03 5 Square Paragraphs - Unit 3b: Day 04 5 Square Paragraphs - Unit 3b: Day 05 Unit 3b: Day 05 Unit 3b: Day 05 - Unit 3b: Day 06 Writing Strong Conclusions - Unit 3b: Day 09 Revising - Unit 3b: Day 09 Revising - Unit 3b: Day 11 Scoring and Publishing - Unit 4: Day 02 Fact 2016 Options - Unit 4: Day 02 Fact 2016 Options - Unit 4: Day 03 - Square Paragraphs - Unit 4: Day 04 - Unit 3b: Day 04 - Unit 4: Day 02 - Fact/Option T-Chart - Unit 4: Day 04 - Square Paragraphs - Unit 4: Day 05 - Facts and Options - Unit 4: Day 06 - Kyfe's Formal Writing Assessment - Unit 4: Day 07 - Traits RUbric - Unit 4: Day 08 - Unit 5: Day 04 - Writing and Commas - Unit 5: Day 08 - Writing -	Revising the End
 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 04 S square Paragraphs Unit 3b: Day 05 Linking ideas Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 07 Revising Unit 3b: Day 07 Revising Unit 3b: Day 08 S square Paragraphs Unit 3b: Day 07 Formal Writing Rome Conclusions Unit 3b: Day 07 Revising Unit 3b: Day 07 Coring and Publishing Unit 4: Day 02 Fact/Option T-Chart Unit 4: Day 03 S square Paragraphs Unit 4: Day 04 S square Paragraphs Unit 4: Day 06 Viniti & Strong Formal Writing Assessment Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 00 Paragraphs 1 & 2 Unit 4: Day 00 Paragraphs 3. 4, 8 5 Unit 4: Day 10 Revising Unit 4: Day 13 Response to Taxt: Two of a Kind Unit 4: Day 06 Writing and Commas Unit 5: Day 06 Writing and Commas Unit 5: Day 06 Writing and Commas Unit 5: Day 09 	
Revising Pari 1 + Unit 3a: Day 11 Revising Pari 2 + Unit 3a: Day 12 Editing + Unit 3a: Day 13 Rubric Scoring + Unit 3b: Day 03 Brainstorming - Unit 3b: Day 03 5 Square Paragraphs - Unit 3b: Day 04 5 Square Paragraphs - Unit 3b: Day 05 Linking Ideas - Unit 3b: Day 06 Writing Strong Conclusions - Unit 3b: Day 07 Formal Writing Assessment - Unit 3b: Day 08 Writing Strong Conclusions - Unit 3b: Day 01 Editing - Unit 3b: Day 01 Editing - Unit 3b: Day 10 Editing - Unit 3b: Day 10 Editing - Unit 3b: Day 10 Editing - Unit 4b: Day 02 FactOpinion T-Chart - Unit 4b: Day 04 5 Square Paragraphs - Unit 4b: Day 04 5 Square Paragraphs - Unit 4b: Day 04 5 Square Paragraphs - Unit 4b: Day 05 Facts and Opinions - Unit 4b: Day 05 Facts and Opinions - Unit 4b: Day 05 Facts and Opinions - Unit 4b: Day 05 Facts Day 08 Paragraphs 1 & 2 - Unit 4b: Day 10 Revising - Unit 4b: Day 11 Editing - Unit 4b: Day 10 Revising - Unit 4b: Day 10 Revising Part 1 - Unit 4b: Day 09 Paragrapt 7 - Unit 4b: Day 09 Paragra	
 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 04 S Square Paragraphs Unit 3b: Day 05 Linit Rubric Score Paragraphs Unit 3b: Day 06 Revising Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 S Square Paragraphs Unit 4: Day 04 S Square Paragraphs Unit 4: Day 06 Kyles Formal Writing Assessment Unit 4: Day 06 Revising Unit 4: Day 07 S Square Paragraphs Unit 4: Day 06 Kyles Formal Writing Assessment Unit 4: Day 06 Kyles Formal Writing Assessment Unit 4: Day 07 S Square Paragraphs Unit 4: Day 06 Kyles Formal Writing Assessment Unit 4: Day 07 S Tartis Rubric Unit 4: Day 07 S Tartis Rubric Unit 4: Day 07 S Tartis Rubric Unit 4: Day 08 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 08 Writing and Commas Unit 5: Day 08 Writing and Commas Unit 5: Day 08 Writing and Commas Unit 5: Day 09 Writing and Song 09 Editing Unit 5: Day 08 Writing and Song 09 Editing Unit 5: Day 08 Writing and Song 09 Writing and Song 09 W	
Revising Pari 2 + Unit 3a: Day 13 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 Unit 3b: Day 07 Formal Writing Assessment + Unit 3b: Day 07 Formal Writing Assessment - Unit 3b: Day 01 Editing + Unit 3b: Day 10 Editing + Unit 3b: Day 03 S Square Paragraphs + Unit 4b: Day 04 5 Square Paragraph Graphic Organizer + Unit 4: Day 04 5 Square Paragraph Graphic Organizer + Unit 4: Day 05 Facts and Opinions + Unit 4: Day 05 Facts Unit 4: Day 05 Facts Unit 4: Day 08 Ryle's Formal Writing Assessment + Unit 4: Day 09 Paragraphs 1 & 2 + Unit 4: Day 10 Revising + 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 4: Day 13 Response to Text: Two of a Kind + Unit 4: Day 07 Revising + Unit 4: Day 07 Revising Para 1 + Unit 5: Day 06 Writing and Commas + Unit 5: Day 09 Paragraphs 24 + Unit 5: Day 09 Parat 1 + Unit 5: Day 09 Parat 1 + Unit 5: Day 09 Parat 1 + Unit 5: Day 09 Parat 2 + Unit 5: Day 09 Parat 1 + Unit 5: Day 09 Parat 2 + Unit 5: Day 09 Parat 1 + Unit 5: Day 09 Parat 2 + Unit 5: Day 09 Parat 2	
 Unit 3a: Day 12 Editing Unit 3b: Day 13 Rubric Scoring Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 S Guare Paragraphs Unit 3b: Day 04 S Guare Paragraphs Unit 3b: Day 04 S Guare Paragraphs Unit 3b: Day 07 Formal Writing Strong Conclusions 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 FactOpinion T-Chart Unit 4: Day 04 S guare Paragraphs Unit 4: Day 04 S quare Paragraphs Unit 4: Day 05 FactS and Ophions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 G Traits Rubric Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 01 Revising Unit 4: Day 10 Revising Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 07 Revising Unit 4: Day 07 Revising Unit 4: Day 08 Writing Ascesses Unit 5: Day 04 What's the Plan? Unit 6: Day 05 Developing Characters Unit 6: Day 05 Revising Part 1 Unit 5: Day 05 	
Editing - Unit 33: Day 13 Rubric Scoring - Unit 31: Day 02 Brainstorming - Unit 31: Day 04 - Siguare Paragraphs - Unit 31: Day 05 - Unit 31: Day 05 - Unit 31: Day 05 - Unit 31: Day 07 Formal Writing Assessment - Unit 31: Day 09 Revising - Unit 31: Day 10 Editing - Unit 31: Day 10 Editing - Unit 31: Day 11 - Scoring and Publishing - Unit 32: Day 03 - Siguare Paragraphs - Unit 4: Day 03 - Siguare Paragraphs - Unit 4: Day 04 - Siguare Paragraphs - Unit 4: Day 05 - Facts and Opinions - Unit 4: Day 06 - Kyle's Formal Writing Assessment - Unit 4: Day 08 - Paragraphs 1 & 2 - Factoforing A & & 5 - Unit 4: Day 08 - Paragraphs 1 & 2 - Unit 4: Day 11 - Baragraph 1 & 2 - Unit 4: Day 10 - Paragraphs 1 & 2 - Unit 4: Day 11 - Editing - Unit 4: Day 12 - Scoring and Publishing - Unit 4: Day 13 - Revising - Unit 4: Day 13 - Revising - Unit 4: Day 13 - Revising - Unit 4: Day 13 - Response to Text: Two of a Kind - Unit 4: Day 13 - Response to Text: Two of a Kind - Unit 4: Day 05 - Developing Characters - Unit 5: Day 06 - Writing and Commas - Unit 5: Day 06 - Writing and Commas - Unit 5: Day 06 - Writing and Commas - Unit 5: Day 09 - Writing and C	
 Unit² a: Day 13 Rubric Scoring Unit 3b: Day 02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 05 Linking Ideas Unit 3b: Day 06 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 10 Editing Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 4b 20 Fact/Opinion T-Chart Unit 4b 20 Fact/Opinion T-Chart Unit 4b 20 Fact 200 Facts and Opinions Unit 4: Day 03 S Square Paragraphs Graphic Organizer Unit 4: Day 04 S Square Paragraphs Unit 4: Day 04 S Tay 20 Facts and Opinions Unit 4: Day 05 Frans Writing Assessment Unit 4: Day 04 S Traits Rubric Unit 4: Day 04 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 3, 4, & 5 Unit 4: Day 11 Editing Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 06 Writing and Commas Unit 5: Day 05 Devaloping Characters Unit 5: Day 06 Writing and Commas Un	• Unit 3a: Day 12
Rubric Scoring • Unit 33: Day 03 Brainstorming • Unit 33: Day 04 5 Square Paragraphs • Unit 33: Day 05 Unit 30: Day 05 Unit 30: Day 07 Formal Writing Assessment • Unit 35: Day 09 Revising • Unit 35: Day 09 Revising • Unit 35: Day 10 Editing • Unit 35: Day 10 Editing • Unit 35: Day 11 Scoring and Publishing • Unit 35: Day 03 5 Square Paragraphs • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraphs • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 1 & 2 • Unit 4: Day 10 Editing • Unit 4: Day 10 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 11 Editing • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 03 Writing and Commas • Unit 4: Day 06 Writing and Commas • Unit 4: Day 07 • Writi 4: Day 08 Writi 5 Day 06 Writi 9 Jog 07 Revisi Jog 07 Revisi Jog 06 Writi 9 Jog 06 Writi 9 Jog 06 Writi 9 Jog 07 Revisi Jog 07 Revisi Jog 07 Revisi Jog 06 Writi 9 Jog 06 Writi	Editing
 Unit 3b: Day '02 Brainstorming Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Gquare Paragraphs Unit 3b: Day 05 Linking ideas Unit 3b: Day 06 Linking ideas Unit 3b: Day 06 Writing Strong Conclusions Unit 3b: Day 07 Pormal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 10 Editing Unit 3b: Day 10 Editing Unit 3b: Day 01 Editing Unit 3b: Day 03 S square Paragraphs Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 03 S square Paragraphs Unit 4: Day 04 S square Paragraphs Corganizer Unit 4: Day 06 Facts and Opinions Unit 4: Day 08 Paragraphs 18 & 2 Unit 4: Day 09 Paragraphs 18 & 2 Unit 4: Day 01 Paragraphs 18, 4, & 5 Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 10 Revising 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 08 Revising Par1 1 Unit 5: Day 09 	• Unit 3a: Day 13
Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Eurnal Writing Assessment • 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 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Facts and Opinions • Unit 4: Day 09 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 10 Revising • Unit 4: Day 10 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 10 Revising • Unit 5: Day 09 Harger Paragraphs 1 • Unit 5: Day 09 • U	Rubric Scoring
 Unit 3b: Day 03 S Square Paragraphs Unit 3b: Day 04 S Square Paragraphs Unit 3b: Day 05 Linking ideas Unit 3b: Day 06 Writing Strong Conclusions Unit 3b: Day 09 Revising Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 4b: Day 02 Fact/Opinion T-Chart Unit 4b: Day 03 S Square Paragraphs Unit 4b: Day 04 S Square Paragraphs Unit 4b: Day 04 S Square Paragraphs Unit 4b: Day 06 Kylvis Formal Writing Assessment Unit 4b: Day 06 Kylvis Formal Writing Assessment Unit 4b: Day 06 Kylvis Formal Writing Assessment Unit 4b: Day 07 Fact/Spinion Facts and Opinions Unit 4b: Day 08 Paragraphs 14, 24, 45 Unit 4b: Day 09 Paragraphs 3, 4, 45 Unit 4b: Day 10 Revising Unit 4b: Day 11 Editing Unit 4b: Day 12 Scoring and Publishing Unit 4b: Day 12 Scoring and Publishing Unit 4b: Day 12 Scoring and Publishing Unit 4b: Day 13 Response to Text: Two of a Kind Unit 4b: Day 06 Writing and Commas Unit 5b: Day 06 Writing and Commas Unit 5b: Day 06 Writing and Commas Unit 5b: Day 08 Revising Part 1 Unit 5b: Day 09 	• Unit 3b: Day 02
<pre>5 Square Parágraphs • Unit 3: Day 04 5 Square Parágraphs • Unit 3: Day 05 Linking Ideas • Unit 30: Day 00 Formal Writing Assessment • Unit 30: Day 00 Revising • Unit 30: Day 00 Revising • Unit 30: Day 10 Editing • Unit 30: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Parágraphs • Unit 4: Day 04 5 Square Parágraphs • Unit 4: Day 06 Kylé's Formal Writing Assessment • Unit 4: Day 08 Parágraphs 1 & 22 • Unit 4: Day 09 Parágraphs 1 & 22 • Unit 4: Day 10 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 05 Developing Characters • Unit 5: Day 04 Writing Part 1 • Unit 6: Day 08 Revising Part 2 • Unit 6: Day 08 Revising Part 2 • Unit 6: Day 08 Parágraphs 1 A Response to Text: Two of a Kind • Unit 5: Day 09 Parágraphs 20 • Unit 6: Day 08 Parágraphs 1 • Unit 6: Day 08 Parágraphs 1 • Unit 6: Day 08 Parágraphs 1 • Unit 6: Day 08 Parágraphs 2 • Unit 6: Day 09 • Unit 6: Day 09 •</pre>	Brainstorming
 Unit 3b: Day 04 S 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 10 Editing Unit 3b: Day 02 Fact/Solution Fact/Solution Souring and Publishing Unit 4: Day 02 Fact/Solutions Fact/Solutions Unit 4: Day 02 Fact/Solutions Unit 4: Day 04 S Square Paragraph Souring Paragraph Graphic Organizer Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 Fact Solutions Unit 4: Day 07 Fact Solutions Unit 4: Day 07 Fact Solutions Unit 4: Day 07 Frats Rubric Unit 4: Day 08 Paragraphs 18 2 Unit 4: Day 09 Paragraphs 18 2 Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 12 Scoring and Publishing Unit 4: Day 14 Revising Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 06 What's the Plan? Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1 Unit 5: Day 09 	• Unit 3b: Day 03
 S 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 10 Revising Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraphs Unit 4: Day 04 S Square Paragraphs Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 00 Fact/S and Opinions Unit 4: Day 04 S Square Paragraph Graphic Organizer 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 01 Revising Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 12 Scoring and Publishing Unit 4: Day 04 Writing Assessment Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 12 Scoring and Publishing Unit 4: Day 14 Editing Unit 5: Day 04 What's the Plan? Unit 5: Day 05 Developing Characters Unit 5: Day 09 Paragrap 1 Unit 5: Day 09 	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 10 Editing Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraph Graphic Organizer Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 07 Facts and Opinions Unit 4: Day 07 Fracts and Opinions Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 1 & 2 Unit 4: Day 01 Revising Unit 4: Day 04 Soure of the target of target of the target of tar	• Unit 3b: Day 04
 Unit 3b: Day 05 Linking Ideas Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 10 Editing Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraph Graphic Organizer Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 07 Facts and Opinions Unit 4: Day 07 Fracts and Opinions Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 1 & 2 Unit 4: Day 01 Revising Unit 4: Day 04 Soure of the target of target of the target of tar	5 Square Paragraphs
Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 10 Revising • 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 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 01 Revising • Unit 4: Day 01 • Unit 5: Day 04 • What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 • Writing Part 1 • Unit 5: Day 09 • Unit 5: Day 09 • Unit 5: Day 09	
 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 02 FactOpinion T-Chart Unit 4: Day 04 S Square Paragraphs Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 06 Ryle's Formal Writing Assessment Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 1 & 2 Unit 4: Day 10 Editing Unit 4: Day 01 Editing Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 10 Revising Unit 4: Day 11 Editing 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 04 Writing 12 (Day 04) What's the Plan? Unit 5: Day 06 Writing 12 (Day 04) Wint's Day 07 Revising Part 1 Unit 5: Day 09 	
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 10 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • 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 09 Revising Part 1 • Unit 5: Day 09	
 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 04 S Square Paragraphs Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 1 & 2 Unit 4: Day 01 G Traits Rubric Unit 4: Day 08 Paragraphs 1 & 2 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 04 Writing and Commas Unit 5: Day 04 Writing and Commas Unit 5: Day 09 	
Writing Strong Conclusions + Unit 3b: Day 09 Revising - Unit 3b: Day 10 Editing - Unit 3b: Day 11 Scoring and Publishing + Unit 4: Day 02 FactOpinion T-Chart - Unit 4: Day 03 5 Square Paragraphs - Unit 4: Day 04 5 Square Paragraph Graphic Organizer - Unit 4: Day 04 5 Square Paragraph Graphic Organizer - 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 04 What's Day 09 Paragraph 7 - Unit 5: Day 05 Developing Characters - Unit 5: Day 07 Revising Part 1 - Unit 5: Day 09 Revising Part 1 - Unit 5: Day 09 - Unit 5: Day 09	
 • 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 S Square Paragraphs • Unit 4: Day 04 S Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 09 Paragraphs 1 & 2 • Unit 4: Day 10 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • 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 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 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 09 Revising Part 1 • Unit 5: Day 09	
 • Unit 3b: Day 10 Editing Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 S Square Paragraphs • Unit 4: Day 04 S Square Paragraphs • 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 1 & 2 • 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 1 • Unit 5: Day 09 	
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 Reesponse 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 09	
 Unit 3b: Day 11 Scoring and Publishing Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraphs Unit 4: Day 04 S Square Paragraphs Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment 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 Whit's the Plan? Unit 5: Day 05 Beveloping Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Revising Part 1 Unit 5: Day 09 	
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 Kylle'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	
 Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 S Square Paragraphs Unit 4: Day 04 S Square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 6 Traits Rubric Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 10 Revising Unit 4: Day 11 Editing 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 	
Fact/Opinion T-Chart• Unit 4: Day 03S Square Paragraphs• Unit 4: Day 04S Square Paragraph Graphic Organizer• Unit 4: Day 05Facts and Opinions• Unit 4: Day 06Kyle's Formal Writing Assessment• Unit 4: Day 076 Traits Rubric• Unit 4: Day 08Paragraphs 1 & 2• Unit 4: Day 10Revising• Unit 4: Day 11Editing• Unit 4: Day 12Scoring and Publishing• Unit 4: Day 03Response to Text: Two of a Kind• Unit 5: Day 04What's the Plan?• Unit 5: Day 06Writing and Commas• Unit 5: Day 08Revising Part 1• Unit 4: Day 10Revising• Unit 4: Day 11Editing• Unit 4: Day 13Response to Text: Two of a Kind• Unit 5: Day 04What's the Plan?• Unit 5: Day 05Developing Characters• Unit 5: Day 06Writing and Commas• Unit 5: Day 07Revising Part 1• Unit 5: Day 08Revising Part 2• Unit 5: Day 09	
 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 12 Scoring and Publishing Unit 4: Day 04 What's the Plan? Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Paragraph 1 Unit 5: Day 08 Paragraph 3, 4, 85 Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 5: Day 06 Writing and Commas Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Writing Part 1 Unit 5: Day 08 Writing Part 2 Unit 5: Day 09 	
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 06 Writing and Commas • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09	
 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 1 & 2 Unit 4: Day 10 Revising Unit 4: Day 12 Scoring and Publishing Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 06 Writing and Commas Unit 5: Day 06 	
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 06 Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 09	
 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 05 Scoring and Publishing Unit 5: Day 06 What's the Plan? Unit 5: Day 05 Developing Characters Unit 5: Day 07 Revising Part 1 Unit 5: Day 07 Revising Part 2 Unit 5: Day 09 	
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 09	
 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 06 What's the Plan? 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 	
Kyle's Formal Writing Assessment• Unit 4: Day 076 Traits Rubric• Unit 4: Day 08Paragraphs 1 & 2• Unit 4: Day 09Paragraphs 3, 4, & 5• Unit 4: Day 10Revising• Unit 4: Day 11Editing• Unit 4: Day 12Scoring and Publishing• Unit 4: Day 13Response to Text: Two of a Kind• Unit 5: Day 04What's the Plan?• Unit 5: Day 05Developing Characters• Unit 5: Day 06Writing and Commas• Unit 5: Day 08Revising Part 1• Unit 5: Day 08Revising Part 2• Unit 5: Day 09	
 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 07 Revising Part 1 Unit 5: Day 08 Revising Part 2 Unit 5: Day 09 	
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 09	
 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 08 Revising Part 1 Unit 5: Day 09 	
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 09	
 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 	
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	
 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 	
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	
 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 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	
 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 	
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	
 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 	
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	
 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 	
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	
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	
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	
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	
Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09	
Unit 5: Day 07 Revising Part 1 Unit 5: Day 08 Revising Part 2 Unit 5: Day 09	
Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09	
Unit 5: Day 08 Revising Part 2 Unit 5: Day 09	
Revising Part 2 • Unit 5: Day 09	
• Unit 5: Day 09	
Edition	
	Editing

		7
		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,
	50N.5.5L.0.	demonstrating command of formal English when indicated or
		appropriate.
		Writing City
		• 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.
		Writing City
		Unit 1: Day 07 Conventions
		Conventions
		• Unit 2: Day 15 Editing
		• Unit 3a: Day 12
		Editing
		• Unit 3b: Day 06

GOAL/STRAND	SD.CCR.5.L.	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 College and Career Readiness Anchor Standards for Language
	0D.001(.3.L.	
INDICATOR/BENCHMARK	CCR.5.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Writing City</u> • 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. <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
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. <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 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 14 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. <u>Writing City</u> • 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). <u>Writing City</u> • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past
GOAL/STRAND INDICATOR/BENCHMARK	SD.5.RL.	Reading Standards for Literature 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. <u>Writing City</u> • 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 3b: Day 12 Text Exetures Main Ideas, and Datails
		Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 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 04 5 Square Paragraphs • Unit 4: Day 04

		 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 3b: Day 16 Response to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 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. <u>Writing City</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13

GOAL/STRAND	SD.5.RI.	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 Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Integration of Knowledge and Ideas Explain and identify how an author uses reasons and evidence to support particular points in a 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 3: Day 22 Read, Reread, Respond, and Score • Unit 3:: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 3b: Day 17 Fact/Opinion T-Chart • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraph Graphic Organizer • Unit 4: Day 03 5 Square Paragraph Graphic Organizer • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 08 Introducing the Rubric

STANDARD	5 DLO	Integrate information from accord touts on the same taxis is ander
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 Cuided Note Taking Journal
		Guided Note-Taking Journal Unit 6: Day 05
		Paraphrasing
		Unit 6: Day 06 Analyzian a Daarla Wark
		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
	11	

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 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. Writing City • 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. Writing City • 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 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
SUPPORTING SKILLS	5.W.2.b.	Formal Writing - Part 2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Writing City • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 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 16 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Persuasive Letters • Unit 4: Day 15 Respond to Rubric • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 01 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 13
SUPPORTING SKILLS	5.W.2.c.	Formal Writing - Part 2 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 S 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. Writing City • 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 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 03 Planning Wheel 1 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
SUPPORTING SKILLS	5.W.3.d.	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 Use concrete words and phrases and figurative and sensory details
		 Writing City 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 Bovieting the End
		Revising the End
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.
		Writing City • 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
	3D . 3 . W .	
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.)
		Writing City • 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
		onit i bay to
		Scoring with a Rubric Part 2
		Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience
		Scoring with a Rubric Part 2 • Unit 2: Day 09
		Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10

• 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 Page Parend and Secret
Read, Reread, Respond, and Score
• Unit 3a: Day 04 Let's Take Five
• Unit 3a: Day 05
Model the Plan
• Unit 3a: Day 06
Where I Live
• Unit 3a: Day 07
3 Points
• Unit 3a: Day 08
Revising the End
• Unit 3a: Day 10
Revising Part 1
• Unit 3b: Day 01
Definitions and Details
• Unit 3b: Day 04
5 Square Paragraphs
Unit 3b: Day 07 Earmel Writing Accessment
Formal Writing Assessment Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 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 December 20
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.)
		Writing City
		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 S 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 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
	0
	• 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. <u>Writing City</u> • 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. <u>Writing City</u> • 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]") <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 01 What is Historical Fiction? • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 12 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. Writing City • 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 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 Outload Nate Tabling Jacomed
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
ocoring and i upilaning

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 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
		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. <u>Writing City</u> • 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.
		Writing City
		• 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.
		Writing City
		• 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.
		Writing City 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

SUPPORTING SKILLS	5.L.1.e.	 • 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 Use correlative conjunctions (e.g., either/or, neither/nor). 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 15 Editing • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 4: Day 10 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing
		 Unit 5: Day 04 What's the Plan? Unit 6: Day 15 Editing
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. Writing City • 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. Writing City • 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?). Writing City • 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. <u>Writing City</u> • 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. <u>Writing City</u> • 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).
		contrast, addition, and other logical relationships (e.g., however,
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). Writing City
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger?
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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
		contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <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

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