Main Criteria: Tennessee Academic Standards

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

Correlation Options: Show Correlated

Tennessee Academic Standards Language Arts

Grade: K - Adopted: 2016

		Jiade. K - Adopted. 2010
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	K.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FL.WC.4.g.	Print many upper and lowercase letters.
LEARNING EXPECTATION	K.FL.WC.4.g.	WritingCity Unit 1: Day 01 Becoming a Writer Unit 1: Day 02 Pre-Writer Unit 1: Day 03 Early Writer Unit 1: Day 04 Emergent Writer Unit 1: Day 05 Developing Writer Unit 1: Day 06 Transitional Writer Unit 2a: Day 01 Picture Planning Unit 2a: Day 02 Draw and Write Unit 2a: Day 03 Draw and Write Part 2 Unit 2a: Day 04 Draw and Write Part 3 Unit 2a: Day 05 Draw and Write Part 4 Unit 2a: Day 06 Draw and Write Part 5 Unit 2a: Day 07 Draw and Write Part 6 Unit 2a: Day 09 Find the Glows and Grows Unit 2a: Day 01 Writing on Your Own Unit 2b: Day 01 Writing on Your Own Unit 2b: Day 03 Keep On Writing Unit 2b: Day 03 Keep On Writing Unit 2b: Day 04 Write On! Unit 2b: Day 05 Unit 2b: Day 05 Unit 2b: Day 04 Write On! Unit 2b: Day 05 Unit 2b: Day 05 Unit 2b: Day 04 Write On! Unit 2b: Day 05 Unit 2b: Day 05
		• Unit 2b: Day 06 Write? Right!

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		Unit 2b: Day 07 Writers R Us
		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall
		• Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 03
		Poetry Book • Unit 5: Day 04
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		Write a Rhyme
		Write a Rhyme • Unit 5: Day 05
		Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
		Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06
		Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
STRAND / STANDARD /	TN.FL.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06
COURSE		Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS
	TN.FL. K.FL.SC.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites
COURSE CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.SC.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS Sentence Composition
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /		Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS Sentence Composition Demonstrate command of the conventions of standard English
COURSE CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.SC.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS Sentence Composition Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /	K.FL.SC.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS Sentence Composition Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	K.FL.SC.6.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS Sentence Composition Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /	K.FL.SC.	Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites FOUNDATIONAL LITERACY STANDARDS Sentence Composition Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. Follow one-to-one correspondence between voice and print when
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• 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 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics	
State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics	
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• Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics	
Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics	
• Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics	
More Revising • Unit 6: Day 06 More Topics	
• Unit 6: Day 06 More Topics	
More Topics	
• Unit 6: Day 07	
Even More Revising	
• Unit 6: Day 08	
Another Revising Day	
• Unit 6: Day 10	
Scoring Research	
LEARNING EXPECTATION K.FL.SC.6.h. Capitalize the first word in a sentence and the pronoun I.	
WritingCity	
• Unit 3a: Day 08	
New Writing Topics	
• Unit 3a: Day 09	
The Pronoun "I"	
• Unit 3a: Day 10	
The Checklist	
• Unit 3b: Day 01	
Reasons to Write	
• Unit 3b: Day 02	
Informative Writing	
• Unit 3b: Day 03	
Write Informatively	
• Unit 3b: Day 04	
More Information	
• Unit 3b: Day 05	
Inform Again	
• Unit 3b: Day 06	
Sentence Types	
• Unit 3b: Day 07	
More Sentences	
• Unit 3b: Day 08	
Even More Sentences	
• Unit 3b: Day 09	
Formal Writing Assessment	
• Unit 4: Day 02	
That's Your Opinion	
• Unit 4: Day 03	
The Best	
• Unit 4: Day 04	
The Best - Part II	
• Unit 4: Day 05	
The Best - Part III	
• Unit 4: Day 06	
The Best - Part IV	
• Unit 4: Day 07	
The Best - Part V	
• Unit 4: Day 08	
Your Favorite	
• Unit 4: Day 09	
State Your Opinion	
• Unit 4: Day 10	
The Checklist	
• Unit 5: Day 01	
Poems, Poems	
• Unit 5: Day 02	
More, More, More	
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- Unit 5: Day 03 Poetry Book
Unit 5: Day 04 Write a Rhyme
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 K.F.L.SC.6.i. Recognize and name end punctuation. WritingCity Unit 3a: Day 06 Time to Write Unit 3a: Day 07 Find the Words Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 09 The Pronoun "I" Unit 3a: Day 01 Reasons to Write Unit 3b: Day 01 Reasons to Write Unit 3b: Day 02 Informative Writing Unit 3b: Day 02 Informative Writing 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 09 Formal Writing Assessment Unit 4: Day 01 Reasons to Write Unit 3b: Day 09 Formal Writing Assessment Unit 4: Day 01 Reasons to Write Unit 4: Day 01 Reasons to Write 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
Unit 5: Day 05 Color Words Rhymes
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Opposites - Unit 6: Day 10 Scoring Research K.FL.SC.6.I. Recognize and name end punctuation. WritingCity - Unit 3a: Day 06 Time to Write - Unit 3a: Day 08 New Writing Topics - Unit 3a: Day 09 The Pronoun "I" - Unit 3a: Day 10 The Checklist - Unit 3b: Day 10 Reasons to Write - Unit 3b: Day 01 Reasons to Write - Unit 3b: Day 03 Write Informative Writing - Unit 3b: Day 04 More Informative Writing - Unit 3b: Day 05 Inform Again - Unit 3b: Day 06 Sentence Types - Unit 3b: Day 06 Sentence Types - Unit 3b: Day 06 Sentence Sentences - Unit 3b: Day 07 More Sentences - Unit 3b: Day 06 Sentence Types - Unit 3b: Day 07 More Sentences - Unit 3b: Day 06 Sentence Types - Unit 3b: Day 07 More Sentences - Unit 3b: Day 07 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 02 That's Your Opinion - Unit 4: Day 03 The Best - Unit 4: Day 04 The Best - Unit 4: Day 04 The Best - Part II
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More Topics - Unit 6: Day 10 Scoring Research Recognize and name end punctuation. WritingCity - Unit 3a: Day 06 Time to Write - Unit 3a: Day 07 Find the Words - Unit 3a: Day 09 The Pronoun " - Unit 3a: Day 10 The Checklist - Unit 3b: Day 10 The Checklist - 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 04 The Best - Vart III
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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 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
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 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II
That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II
• Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II
The Best • Unit 4: Day 04 The Best - Part II
The Best • Unit 4: Day 04 The Best - Part II
• Unit 4: Day 04 The Best - Part II
The Best - Part II
The Best - Part III
• Unit 4: Day 06
The Best - Part IV
• Unit 4: Day 07
The Best - Part V
e Unit 4: Day 08
Your Favorite
• Unit 4: Day 09
State Your Opinion
• Unit 4: Day 10
The Checklist
• Unit 5: Day 01
Poems, Poems

		• Unit 5: Day 02
		More, More • Unit 5: Day 04
		Write a Rhyme • Unit 5: Day 05
		Color Words Rhymes • Unit 6: Day 06
		More Topics • Unit 6: Day 10
		Scoring Research
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	K.FL.VA.7b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA.7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
		Mulatura Olfa
		WritingCity • Unit 5: Day 06
		Opposites
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	K.RL.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION /	R.IKI.9.	Analyze how two or more texts address similar themes or topics in
LEARNING EXPECTATION		order to build knowledge or to compare the approaches an author
		takes.
LEARNING EXPECTATION	K.RL.IKI.9.	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
		WritingCity
		• Unit 4: Day 01
		Reasons to Write
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04
		The Best - Part II
		• Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06
		Unit 4: Day 06 The Best - Part IV
		Unit 4: Day 06 The Best - Part IV Unit 4: Day 07
		Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V
		Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08
		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 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09
		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 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
		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
STRAND / STANDARD / COURSE	TN.RI.	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
	TN.RI. K.RI.IKI.	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

GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	K.RI.IKI.9.	With prompting and support, orally identify basic similarities and differences between two texts on the same topic. WritingCity • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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.
LEARNING EXPECTATION	K.W.TTP.2.	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. WritingCity Unit 3b: Day 01 Reasons to Write Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	K.W.PDW.4.	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	K.W.PDW.5.	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. WritingCity Unit 4: Day 03 The Best Unit 4: Day 04 The Best - Part II Unit 4: Day 05 The Best - Part III Unit 4: Day 06 The Best - Part IV Unit 4: Day 07 The Best - Part V Unit 4: Day 08 Your Favorite Unit 4: Day 09 State Your Opinion Unit 6: Day 03 Revising Unit 6: Day 04 More Revising Unit 6: Day 07 Even More Revising Unit 6: Day 08 Another Revising Day Unit 6: Day 10 Scoring Research
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	K.W.PDW.6.	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. WritingCity Unit 6: Day 01

		Become a Researcher
		Unit 6: Day 02 Continue Researching
		• Unit 6: Day 05
		Thinking About Topics
		• Unit 6: Day 06
		More Topics
		• Unit 6: Day 09
		The Checklist
		• Unit 6: Day 10
		Scoring Research
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE		
CONCEPTUAL STRAND /	K.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION		
GUIDING QUESTION /	W.RBPK.7.	Conduct short as well as more sustained research projects based
LEARNING EXPECTATION		on focus questions, demonstrating new understanding of the
		subject under investigation.
LEARNING EXPECTATION	K.W.RBPK.7.	Participate in shared research and writing projects, such as reading
		a number of books by a favorite author and expressing opinions
		about them.
		W. W. OV
		WritingCity
		• Unit 6: Day 01
		Become a Researcher
		• Unit 6: Day 02
		Continue Researching • Unit 6: Day 05
		Thinking About Topics • Unit 6: Day 06
		More Topics
		• Unit 6: Day 09
		The Checklist
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE	TIV.VV.	WITHING STANDARDS
CONCEPTUAL STRAND /	K.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION		resource Dana and Freedom and
GUIDING QUESTION /	W.RBPK.8.	Integrate relevant and credible information from multiple print and
LEARNING EXPECTATION	W.RDI R.o.	digital sources while avoiding plagiarism.
LEARNING EXPECTATION	K.W.RBPK.8.	With guidance and support from adults, recall information from
		experiences or gather information from provided sources to answer
		a question.
		<u> </u>
		<u>WritingCity</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
T and the second	II.	The Checklist

Tennessee Academic Standards Language Arts

Grade: 1 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.FL.PWR.	Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	1.FL.PWR.3.	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	1.FL.PWR.3.g.	Recognize and read grade-appropriate irregularly spelled words. WritingCity Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14
		Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	1.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	1.FL.WC.4.a.	Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends. WritingCity • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05

People and Events • Unit 1: Day 06 Things and Places Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 **Editing Checklist** LEARNING EXPECTATION 1.FL.WC.4.b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. WritingCity Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05

The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 **Editing Checklist**

LEARNING EXPECTATION

1.FL.WC.4.c.

Spell words with inflectional endings.

WritingCity

Unit 1: Day 01

Learn More About Writing

• Unit 1: Day 02

We Are Writers

• Unit 1: Day 03

Sound Card Bingo

• Unit 1: Day 04

Transitional Writer

• Unit 1: Day 05

People and Events
• Unit 1: Day 06

This is a second

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 12
 Recounting Events

• Unit 2a: Day 13

The Checklist • Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist Unit 6: Day 10 **Editing Checklist** LEARNING EXPECTATION 1.FL.WC.4.d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. **WritingCity** Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning Unit 2a: Day 04 The Hook

 Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04

Remembering End Punctuation

Unit 2b: Day 05
Fluffy the Cat

 Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist Unit 6: Day 10 **Editing Checklist** LEARNING EXPECTATION 1.FL.WC.4.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. WritingCity • Unit 1: Day 01 Learn More About Writing Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook Unit 2a: Day 05 The Doctor's Office Unit 2a: Day 06 Think About Spacing Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write Unit 2a: Day 12 Recounting Events Unit 2a: Day 13 The Checklist Unit 2a: Day 14 Score with a Rubric Unit 2b: Day 03 Thinking about Spelling Unit 2b: Day 04 Remembering End Punctuation Unit 2b: Day 05 Fluffy the Cat Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08

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		The Editing Checklist
		• Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 10
		Editing Checklist
LEARNING EXPECTATION	1.FL.WC.4.g.	Print all upper and lowercase letters.
		<u>WritingCity</u>
		• Unit 2a: Day 01
		Engaging Topics
		• Unit 2a: Day 02
		Plan and Write
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook
		• Unit 2a: Day 05
		The Doctor's Office
STRAND / STANDARD /	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
COURSE		
CONCEPTUAL STRAND /	1.FL.SC.	Sentence Composition
GUIDING QUESTION		
GUIDING QUESTION /	1.FL.SC.6.	Demonstrate command of the conventions of standard English
LEARNING EXPECTATION		grammar and usage when speaking and conventions of standard
		English grammar and usage, including capitalization and
		punctuation, when writing.
LEARNING EXPECTATION	1.FL.SC.6.a.	Use common, proper, and possessive nouns.
		WritingCity
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 08
		Temporal Words
		• Unit 2b: Day 09
		First, Second, Third
		• Unit 2b: Day 11
		Applying the Focus Skills
		• Unit 2b: Day 12
		Revising with a Peer
		• Unit 2b: Day 13
		Revising Questions
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 3: Day 03
		Nouns
		• Unit 3: Day 04
		What is a Fact?
		• Unit 3: Day 05
		Planning for Informative Writing
		• Unit 3: Day 06
		Writing to Inform
		• Unit 3: Day 12
		Adding a Conclusion
		• Unit 3: Day 13
		II—a
		Planning the Writing Assessment
		Planning the Writing Assessment • Unit 3: Day 14
		• Unit 3: Day 14
		Unit 3: Day 14 Informative/Explanatory Writing
		• Unit 3: Day 14

	11	
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
LEARNING EXPECTATION	1.FL.SC.6.b.	Use singular and plural nouns with correct verbs in basic sentences.
		WritingCity • Unit 3: Day 11
		Sarah Went to the Museum
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		• Unit 4: Day 09
		Writing with Prepositions
		• Unit 4: Day 10
		The Best Thing to Do With a Friend • Unit 4: Day 11
		Assessment Writing
	4 = 1 00 0	
LEARNING EXPECTATION	1.FL.SC.6.c.	Use personal, possessive, and indefinite pronouns.
		WritingCity
		• Unit 3: Day 07
		Introductory Sentence
		Unit 3: Day 08 Past Tense Verbs
		• Unit 3: Day 10
		Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum
		• 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
LEARNING EXPECTATION	1.FL.SC.6.d.	Use verbs to convey a sense of past, present, and future.
		WritingCity
		• Unit 3: Day 08
		Past Tense Verbs
		• Unit 3: Day 11
		Sarah Went to the Museum
LEARNING EXPECTATION	1.FL.SC.6.e.	Use frequently occurring adjectives.
		WritingCity
		• Unit 4: Day 05
		Adjectives
		• Unit 4: Day 06
		Reviewing the Focus Skills
		• Unit 4: Day 07
		Adding Details
		Unit 4: Day 08 Revising with a Peer
		• Unit 4: Day 11
		Assessment Writing
		• Unit 4: Day 12
	I L	

		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
LEARNING EXPECTATION	1.FL.SC.6.f.	Use frequently occurring conjunctions.
		WritingCity
		• Unit 3: Day 12
		Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		• Unit 3: Day 14
		Informative/Explanatory Writing
		Unit 4: Day 06 Reviewing the Focus Skills
		• Unit 4: Day 11
		Assessment Writing
LEARNING EXPECTATION	1.FL.SC.6.g.	Use articles and demonstratives.
		WritingCity
		• Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
LEARNING EXPECTATION	1.FL.SC.6.h.	Use frequently occurring prepositions such as during, beyond, and toward.
		WritingCity
		• Unit 4: Day 02
		Prepositions
		• Unit 4: Day 03
		Stating your Opinion
		Unit 4: Day 04 Using Prepositions
		• Unit 4: Day 09
		Writing with Prepositions
		• Unit 4: Day 10
		The Best Thing to Do With a Friend
		• Unit 4: Day 11
		Assessment Writing
LEARNING EXPECTATION	1.FL.SC.6.i.	Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to
		prompts.
		WritingCity
		• 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
	4 51 06 6	Finishing the Assessment
LEARNING EXPECTATION	1.FL.SC.6.j.	Capitalize names of people and dates.
		WritingCity
		• Unit 2b: Day 06
		Nouns

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? 1.FL.SC.6.k. End sentences with correct punctuation.

Unit 2b: Day 07

LEARNING EXPECTATION

WritingCity

• Unit 2a: Day 08

Picture, Plan and Write

Unit 2a: Day 09

Exclamation!

• Unit 2a: Day 10

Questions?

Unit 2a: Day 11

Voice Through Humor

• Unit 2a: Day 14

Score with a Rubric

 Unit 2b: Day 03 Thinking about Spelling

 Unit 2b: Day 04 Remembering End Punctuation

Unit 2b: Day 05

Fluffy the Cat

Unit 2b: Day 14

Remembering the Focus Skills

• Unit 4: Day 02

Prepositions

Unit 4: Day 03

Stating your Opinion

• Unit 4: Day 04

Using Prepositions

• Unit 4: Day 09

Writing with Prepositions

Unit 4: Day 10

The Best Thing to Do With a Friend

		Unit 4: Day 11 Assessment Writing Unit 5: Day 05 The Candy House Unit 5: Day 07 Editing Unit 5: Day 08 The Editing Checklist Unit 5: Day 09 Peer Editing Unit 5: Day 12 Using the Checklist Unit 6: Day 10 Editing Checklist
LEARNING EXPECTATION	1.FL.SC.6.I.	Use commas in dates and to separate single words in a series.
		WritingCity • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STRAND / STANDARD /	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
	TN.FL. 1.FL.VA.	
COURSE CONCEPTUAL STRAND /		FOUNDATIONAL LITERACY STANDARDS
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /	1.FL.VA.	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition 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
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	1.FL.VA.	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition 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. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11

GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	1.W.TTP.1.	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
		WritingCity • Unit 4: Day 01
		Opinions • Unit 4: Day 02
		Prepositions • Unit 4: Day 03
		Stating your Opinion • Unit 4: Day 04
		Using Prepositions • Unit 4: Day 05
		Adjectives • Unit 4: Day 06
		Reviewing the Focus Skills • Unit 4: Day 07
		Adding Details • Unit 4: Day 08
		Revising with a Peer • Unit 4: Day 09
		Writing with Prepositions • Unit 4: Day 10
		The Best Thing to Do With a Friend • Unit 4: Day 11
		Assessment Writing • Unit 4: Day 12
OTRAND / OTANDARD /	TNIW	Revising the Assessment Writing
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.TTP.	Text Types and Protocol
CONCEPTUAL STRAND /	1.W.TTP. W.TTP.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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write?
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact?
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 3: Day 01 Why do we Write? Unit 3: Day 02 Reasons to Write Unit 3: Day 04 What is a Fact? Unit 3: Day 05 Planning for Informative Writing Unit 3: Day 06 Writing to Inform
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 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
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. WritingCity Unit 1: Day 05 People and Events Unit 1: Day 06 Things and Places Unit 3: Day 01 Why do we Write? Unit 3: Day 02 Reasons to Write Unit 3: Day 04 What is a Fact? Unit 3: Day 05 Planning for Informative Writing Unit 3: Day 06 Writing to Inform Unit 3: Day 07

		Unit 3: Day 10 Pronouns Unit 3: Day 11 Const Work to the Management
		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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	1.W.TTP.3.	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
		WritingCity • Unit 2a: Day 01
		Engaging Topics • Unit 2a: Day 02 Plan and Write
		• Unit 2a: Day 03
		Topics and Planning • Unit 2a: Day 04
		The Hook
		• Unit 2a: Day 05
		The Doctor's Office • Unit 2a: Day 06
		Think About Spacing
		Unit 2a: Day 07 Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write
		• Unit 2a: Day 09 Exclamation!
		• Unit 2a: Day 10
		Questions? • Unit 2a: Day 11
		Voice Through Humor
		• Unit 2a: Day 12
		Recounting Events • Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14 Score with a Rubric
		• Unit 2b: Day 01
		Planning a BME Writing Piece
		• Unit 2b: Day 02 Writing a BME Piece
		• Unit 2b: Day 03
		Thinking about Spelling • Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat • Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07

		Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10
STRAND / STANDARD /	TN.W.	Assessment Writing WRITING STANDARDS
COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	1.W.PDW.4.	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09

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

Adding a Conclusion
• Unit 3: Day 13

Planning the Writing Assessment

InformativeExplanatory Writing			
## Unit 5: Day 01 ## W# ## Unit 5: Day 02 ## Planning with 4 W\$ ## Unit 5: Day 03 ## Revising a Peer's 4 W Plece ## Unit 5: Day 04 ## Narrative Writing with 4 Ws ## Unit 5: Day 05 ## The Candy House ## Unit 5: Day 06 ## Expand a Sentence ## Unit 5: Day 06 ## Expand a Sentence ## Unit 5: Day 06 ## Expand a Sentence ## Unit 5: Day 10 ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE ## CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / ## COURSE / CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish			
- Unit 5: Day 02 Planning with 4 Ws - Unit 5: Day 03 Rovising a Poer'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 CONCEPTUAL STRAND / OLORED STRAND / STANDARD / OLORED SUDING QUESTION LEARNING EXPECTATION 1.W.PDW.5. Were the strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LEARNING EXPECTATION 1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity - Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 12 Rovising with a Poer - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 15 Revising With a Poer - Unit 2b: Day 15 Revising Out 10 Applying the Focus Skills - Unit 2b: Day 15 Revising Poer's 4 W Piece - Unit 4b: Day 05 Revising With Say 16 Revising Poer's 4 W Piece - Unit 6b: Day 17 Revising Questions - Unit 6b: Day 16 Revising Poer's 4 W Piece - Unit 6b: Day 17 Revising Question Poer's 4 W Piece - Unit 6b: Day 16 Revising Poer's 4 W Piece - Unit 6b: Day 17 Revising Question Poer's 4 W Piece - Unit 6b: Day 16 Revising Poer's 4 W Piece - Unit 6b: Day 16 Revising Poer's 4 W Piece - Unit 6b: Day 16 Revising Poer's 4 W Piece - Unit 6b: Day 16 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revising Poer's 4 W Piece - Unit 6b: Day 10 Revi			
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 06 Expand a Sentence Unit 5: Day 06 Expand a Sentence Unit 5: Day 10 Expand a Sentence Unit 6: Day 11 Expand B Sentence Unit 6: Day 15 Expand a Sentence Unit 6: Day 15 Expand a Sentence Unit 6: Day 15 Expand a Sentence Unit 6: Day 16 Expand a Sentence Unit 6: Day 10 Expand B Sentence Unit 6: Day			
Revising a Poer's 4 W Piece			
# Unit 5: Day 04 Narrative Writing with 4 Ws Unit 5: Day 05 The Candy House Unit 5: Day 06 Expand a Sentence Unit 5: Day 10 Assessment Writing Writing STANDARD CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION LEARN			
Narrative Writing with 4 Ws			
### Unit 5: Day 05 The Candy House ### Unit 5: Day 06 Expand a Sentence # Unit 5: Day 10 Assessment Writing ### STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION #### Unit 5: Day 10 Revelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. #### Unit 20: Day 10 Revising ### Unit 20: Day 11 Applying the Focus Skills ### Unit 20: Day 11 Applying the Focus Skills #### Unit 20: Day 11 Applying the Focus Skills #### Unit 20: Day 15 Revising Questions #### Unit 3: Day 16 #### Unit 4: Day 08 Revising with a Peer #### Unit 4: Day 08 Revising with a Peer #### Unit 4: Day 08 Revising with a Peer #### Unit 4: Day 08 Revising a Peer's 4 W Piece #### Unit 5: Day 01 Revising a Peer's 4 W Piece #### Unit 5: Day 01 Revising a Peer's 4 W Piece #### Unit 5: Day 01 Revising a Peer's 4 W Piece #### Unit 5: Day 01 Revising a Peer's 4 W Piece #### Unit 5: Day 01 Revising a Peer's 4 W Piece #### Unit 5: Day 01 Revising the Assessment Piece #### Unit 5: Day 01 Revising the Revising Question #### Unit 5: Day 01 Revising Cuestion #### Unit 5: Day 01 Revising Cuestion #### Unit 5: Day 01 Revising Cuestion ##### Unit 5: Day 01 Revising Cuestion ##### Unit 5: Day 01 Revising Cuestion ##### Unit 5: Day 01 Revising Cuestion ######## Unit 5: Day 01 Revising Cuestion ####################################			
The Candy House * Unit 5: Day 06 Expand a Sentence * Unit 5: Day 10 Assessment Writing **TRAND / STANDARD /** COURSE* CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECT			
### Linit 5: Day 06 Expand a Sentence # Linit 5: Day 10 Assessment Writing ### CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION ### Linit 5: Day 10 ### Linit 5: Day 11 ### Linit 5: Day 11 ### Linit 5: Day 15 ### Revising Questions ### Linit 5: Day 15 ### Linit 5: Day 15 ### Linit 5: Day 16 ### Linit 5:			
Expand a Sentence			
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / GUIDING EXPECTATION LEARNING EXPECTATION LEARNI			
Assessment Writing STRAND / STANDARD / COURSE TN.W. WRITING STANDARDS			
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION 1.W.PDW.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 15 Revising or Unit 4: Day 07 Adding Details • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 12 Revising whe Assessment Writing • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 05 The Candy House • Unit 5: Day 05 The Candy House • Unit 5: Day 05 The Cardy House • Unit 6: Day 09 Answering the Revising Question • Unit 6: Day 00 Answering the Revising Question • Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish			
CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LIVER			Assessment writing
CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION 1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity - Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 15 Writing Assessment - Unit 3: Day 15 Revising - Unit 4: Day 08 Revising and Sharing - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 5: Day 03 Revising the Assessment Writing - Unit 5: Day 03 Revising a Peer's 4 W Piece - Unit 5: Day 04 Pint 6: Day 09 Answering the Revising Question - Unit 6: Day 09 Answering the Revising Question - Unit 6: Day 09 Answering the Revising Question - Unit 6: Day 09 Course CONCEPTUAL STRAND / SUMPLE OF COURSE CONCEPTUAL STRAND / SUMPLE OF COURSE CONCEPTUAL STRAND / SUMPLE OF COURSE CUDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish		TN.W.	WRITING STANDARDS
GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION 1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity - Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 13 Revising Questions - Unit 3: Day 15 Revising - Unit 3: Day 15 Revising - Unit 4: Day 07 Adding betails - Unit 4: Day 07 Adding betails - Unit 4: Day 08 Revising a Peer's 4 W Piece - Unit 5: Day 03 Revising the Assessment Piece - Unit 6: Day 09 Answering the Revising Question - Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish	COURSE		
GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION 1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity - Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 13 Revising Questions - Unit 3: Day 15 Revising - Unit 3: Day 15 Revising - Unit 4: Day 07 Adding betails - Unit 4: Day 07 Adding betails - Unit 4: Day 08 Revising a Peer's 4 W Piece - Unit 5: Day 03 Revising the Assessment Piece - Unit 6: Day 09 Answering the Revising Question - Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish	CONCEPTUAL STRAND /	1.W.PDW.	Production and Distribution of Writing
LEARNING EXPECTATION LEARNING EXPECTATION 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity - Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 13 Revising Questions - Unit 3: Day 15 Writing Assessment - Unit 3: Day 15 Revising - Unit 4: Day 15 Revising - Unit 4: Day 07 Adding Details - Unit 4: Day 08 Revising and Sharing - 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 03 Revising a Peer's 4 W Piece - Unit 5: Day 03 Revising the Revising Question - Unit 6: Day 09 Answering the Revising Question - Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.P.DW.6. Use technology, including the Internet, to produce and publish	GUIDING QUESTION		
LEARNING EXPECTATION LEARNING EXPECTATION 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. 1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity - Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 13 Revising Questions - Unit 3: Day 15 Writing Assessment - Unit 3: Day 15 Revising - Unit 4: Day 15 Revising - Unit 4: Day 07 Adding Details - Unit 4: Day 08 Revising and Sharing - 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 03 Revising a Peer's 4 W Piece - Unit 5: Day 03 Revising the Revising Question - Unit 6: Day 09 Answering the Revising Question - Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.P.DW.6. Use technology, including the Internet, to produce and publish	GUIDING QUESTION /	W.PDW.5	Develop and strengthen writing as needed by planning, revising
Alternative color Alternative color	The state of the s	21.101	
to questions and suggestions from others, and add details to strengthen writing as needed. WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 15 Revising • Unit 4: Day 15 Revising • Unit 4: Day 07 Adding Details • 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 STRAND / STANDARD / COURSE TN.W. WRITING STANDARDS GUIDING QUESTION / Use technology, including the Internet, to produce and publish		1 W DDW 5	
strengthen writing as needed. WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Revising Questions • Unit 3: Day 15 Revising • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • 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 03 Revising a Peer's 4 W Piece • Unit 5: Day 05 The Candy House • Unit 5: Day 09 Answering the Revising Question • Unit 6: Day 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE TN.W. WRITING STANDARDS GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish	LEARNING EXPECTATION	1.00.5000.5.	
WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 08 Revising with a Peer • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 05 The Candy House • Unit 5: Day 05 The Candy House • Unit 5: Day 11 Revising the Assessment Piece • Unit 6: Day 10 Revising the Revising Question • Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish			
- Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 12 Revising with a Peer - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 15 Writing Assessment - Unit 3: Day 15 Revising - Unit 3: Day 15 Revising - Unit 4: Day 07 Adding Details - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 5: Day 13 Revising and Sharing - Unit 5: Day 12 Revising the Assessment Writing - Unit 5: Day 03 Revising a Peer's 4 W Piece - Unit 5: Day 03 Revising a Peer's 4 W Piece - Unit 5: Day 09 Answering the Revising Question - Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish			Strengthen witting as needed.
- Unit 2b: Day 10 Revising - Unit 2b: Day 11 Applying the Focus Skills - Unit 2b: Day 12 Revising with a Peer - Unit 2b: Day 13 Revising Questions - Unit 2b: Day 15 Writing Assessment - Unit 3: Day 15 Revising - Unit 3: Day 15 Revising - Unit 4: Day 07 Adding Details - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 4: Day 08 Revising with a Peer - Unit 5: Day 13 Revising and Sharing - Unit 5: Day 12 Revising the Assessment Writing - Unit 5: Day 03 Revising a Peer's 4 W Piece - Unit 5: Day 03 Revising a Peer's 4 W Piece - Unit 5: Day 09 Answering the Revising Question - Unit 6: Day 10 Editing Checklist STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / W.PDW.6. Use technology, including the Internet, to produce and publish			WritingCity
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LEARNING EXPECTATION writing and to interact and collaborate with others.	The state of the s	W.PDW.6.	Use technology, including the Internet, to produce and publish
	LEARNING EXPECTATION		writing and to interact and collaborate with others.

LEARNING EXPECTATION	1.W.PDW.6.	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
		WritingCity • Unit 6: Day 03
		What Will You Need?
		• Unit 6: Day 04
		Verb Tenses
		• Unit 6: Day 05
		Glows and Grows
		• Unit 6: Day 06
		Review Focus Skills
		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment
		• Unit 6: Day 10
		Editing Checklist

Tennessee Academic Standards

Language Arts

Grade: 2 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	2.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	2.FL.WC.4.a.	Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06
LEARNING EXPECTATION	2.FL.WC.4.b.	Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns Unit 5: Day 06 Possessive and Plural Nouns
LEARNING EXPECTATION	2.FL.WC.4.e.	Consult reference materials, including beginning dictionaries, to check and correct spelling.

		WritingCity • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	2.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	2.FL.SC.6.a.	WritingCity • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 6: Day 02 Collective Nouns • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
LEARNING EXPECTATION	2.FL.SC.6.b.	Form and use frequently occurring irregular plural nouns.
		WritingCity • Unit 3a: Day 02 Plural Nouns • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 02 Defining Nouns • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 02 Collective Nouns
LEARNING EXPECTATION	2.FL.SC.6.c.	Use reflexive pronouns such as myself and ourselves. WritingCity • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising

		• Unit 4: Day 07
		Planning • Unit 4: Day 08
		Contractions • Unit 4: Day 09
		Revising and Editing
		• Unit 4: Day 11
		Formal Writing Assessment: Planning
		• Unit 4: Day 12
		Formal Writing Assessment
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
LEARNING EXPECTATION	2.FL.SC.6.d.	Form and use the past tense of frequently occurring irregular verbs.
LEARNING EXI EGIATION	Z.1 L.00.0.u.	of in and use the past tense of frequently occurring fregular verss.
		WritingCity
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		• Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 2: Day 10
		Narrative Writing: Review Focus Skills Scavenger Hunt
		• Unit 5: Day 02
		Planning with a Story Strip Day 2
		Unit 5: Day 03 Writing in the Past Tense Day 1
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
LEARNING EXPECTATION	2.FL.SC.6.e.	Use adjectives and adverbs correctly.
LEARNING EXPECTATION	2.FL.30.6.e.	ose adjectives and adverbs correctly.
		WritingCity
		• Unit 1: Day 04
		Traits: Voice
		• Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 5: Day 05 Adjectives
		• Unit 5: Day 06
		Possessive and Plural Nouns
		• Unit 5: Day 07
		Revising to Add Adjectives and Details
		• Unit 5: Day 09
		Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		• Unit 6: Day 03
		Adjectives
		• Unit 6: Day 04
		Alliteration with Adjectives & Adverbs
		• Unit 6: Day 08
		Formal Writing Assessment Part 1 • Unit 6: Day 09
	II.	H & LIDIT N. LIZV IIM
		Formal Writing Assessment Part 2

		Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
LEARNING EXPECTATION	2.FL.SC.6.h.	Capitalize holidays, product names, and geographic names.
		NALIZATION OF COLUMN
		WritingCity • Unit 1: Day 07
		Traits: Conventions
		• Unit 2: Day 01
		Narrative Writing: BME
		• Unit 2: Day 02
		Narrative Writing: Past Tense Verbs • Unit 2: Day 03
		Narrative Writing: Review Focus Skills
		• Unit 3b: Day 10
		Writing 2 Paragraphs
		• Unit 3b: Day 13
		Formal Writing Assessment - Part 1 • Unit 3b: Day 14
		Formal Writing Assessment - Part 2
		• Unit 3b: Day 15
		Formal Writing Assessment: Revising and Editing
LEARNING EXPECTATION	2.FL.SC.6.i.	Use commas in the greeting and closing of a letter.
		WritingCity
		• Unit 4: Day 10
		Writing a Letter
		• Unit 4: Day 11
		Formal Writing Assessment: Planning • Unit 4: Day 12
		Formal Writing Assessment
		• Unit 4: Day 13
		Formal Writing Assessment: Revising and Editing
LEARNING EXPECTATION	2.FL.SC.6.j.	Use an apostrophe to form contractions and frequently occurring possessives.
		WritingCity
		• Unit 1: Day 07
		Traits: Conventions
		Unit 3a: Day 08 Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 4: Day 08 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
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	2.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	2.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	2.FL.VA.7a.v.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	2.W.TTP.3.	Write narratives recounting an event or short sequence of events.
INDICATOR	2.W.TTP.3.b.	WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 • Unit 5: Day 01 Planning with a Story Strip Day 1 • Unit 5: Day 02

		Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	2.W.PDW.4.	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity • Unit 1: Day 02 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 08 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3: Day 11 Narrative Writing: Formal Writing Assessment Day 2 • Unit 3: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 03 Paragraph Planning • Unit 3a: Day 03

Writing 2 Paragraphs Unit 3a: Day 05 Revising to Add Adjectives and Adverbs Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 07 Glows and Grows Unit 3a: Day 08 Write Informative Text Part 1 Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 10 Revising Checklist Unit 3a: Day 11 Formal Writing Assessment: Plan • Unit 3a: Day 12 **Formal Writing Assessment** Unit 3b: Day 01 **Facts and Opinions** • Unit 3b: Day 02 **Defining Nouns** Unit 3b: Day 03 **Defining Nouns Part 2** Unit 3b: Day 04 Writing a Conclusion Unit 3b: Day 05 Varying Sentences Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 12 Formal Writing Assessment: Planning Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing Unit 3b: Day 17 Formal Writing Assessment: Publishing Unit 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 Adiectives Unit 5: Day 06 Possessive and Plural Nouns Unit 5: Day 09 Formal Writing Assessment: Planning Unit 5: Day 10 **Formal Writing Assessment** • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words Unit 6: Day 06

4 Paragraph Planning Sheet--Part 1

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		Unit 6: Day 07 Paragraph Planning SheetPart 2
		• Unit 6: Day 08
		Formal Writing Assessment Part 1 • Unit 6: Day 09
		Formal Writing Assessment Part 2
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	2.W.PDW.6.	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
		WritingCity • Unit 4: Day 06
		Publishing
		Unit 4: Day 14 Formal Writing Assessment: Publishing
		• Unit 5: Day 13
		Formal Writing Assessment: Scoring with a Rubric • Unit 6: Day 01
		Writing Definitions
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 03
		Adjectives • Unit 6: Day 05
		Research Resources
		Unit 6: Day 06 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2 • Unit 6: Day 12
		Formal Writing Assessment: Publishing
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.7.	Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	2.W.RBPK.7.	Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.
		WritingCity • Unit 6: Day 01
		Writing Definitions
		Unit 6: Day 02 Collective Nouns
		• Unit 6: Day 03
		Adjectives • Unit 6: Day 05
		Research Resources
		Unit 6: Day 06 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	2.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	2.W.RBPK.8.	Recall information from experiences or gather information from provided sources to answer a question.
		WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2

Tennessee Academic Standards

Language Arts

Grade: 3 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.
		WritingCity • Unit 1: Day 07
		6 Traits: Conventions • Unit 2: Day 15
		EditingGlows and Grows • Unit 3a: Day 09
		Score and Brainstorm • Unit 3a: Day 13
		Editing and Scoring • Unit 3b: Day 12
		Editing Checklist
		Unit 4: Day 11 Editing and Scoring

LEARNING EXPECTATION	3.FL.WC.4.c.	Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. WritingCity • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 17 Editing Fables
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.F.	Fluency
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.F.5.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	3.FL.F.5.a.	WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02 Adverbs • Unit 2: Day 14 RevisingGlows and Grows • Unit 3b: Day 05 Voice and Word Choice • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer

		• Unit 5: Day 04
		Fables and Focus • Unit 5: Day 05
		Action Words
		• Unit 5: Day 14
		Formal Writing Assessment
		• Unit 5: Day 16
		Revising Fables
		• Unit 5: Day 17
		Editing Fables
LEARNING EXPECTATION	3.FL.SC.6.b.	Form and use regular and irregular plural nouns.
		WritingCity
		• Unit 2: Day 01
		Real Narrative
		Unit 6: Day 06 Guided Notes Journal
		• Unit 6: Day 09
		Planning Continued
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 14
		Scoring with a Rubric
LEARNING EXPECTATION	3.FL.SC.6.c.	Use abstract nouns.
		WritingCity
		Unit 1: Day 07 Traits: Conventions
		• Unit 2: Day 01
		Real Narrative
		• Unit 6: Day 09
		Planning Continued
LEARNING EXPECTATION	3.FL.SC.6.d.	Form and use regular and irregular verbs.
		WritingCity
		• Unit 5: Day 04
		Fables and Focus
		• Unit 5: Day 05 Action Words
LEARNING EXPECTATION	3.FL.SC.6.e.	Form and use simple verb tenses.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 5: Day 04
		Fables and Focus
LEARNING EXPECTATION	3.FL.SC.6.f.	Ensure subject-verb and pronoun-antecedent agreement.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 3a: Day 09
		Score and Brainstorm
LEARNING EXPECTATION	3.FL.SC.6.g.	Form and use comparative and superlative adjectives and adverbs
	_	correctly.
		M/
A Company of the Comp	III	WritingCity

		Unit 2: Day 02 Adverbs
		• Unit 3b: Day 05
		Voice and Word Choice
		• Unit 3b: Day 08
		Uno, Dos, Traits
LEARNING EXPECTATION	3.FL.SC.6.h.	Use coordinating and subordinating conjunctions.
		WritingCity
		• Unit 1: Day 05
		6 Traits: Sentence Fluency
		• Unit 2: Day 07
		Writing the Whole Story • Unit 2: Day 14
		RevisingGlows and Grows
		• Unit 3a: Day 08
		Score and Organize
		Unit 3b: Day 08 Uno, Dos, Traits
		• Unit 5: Day 01
		Meeting Aesop
		• Unit 5: Day 14
		Formal Writing Assessment • Unit 5: Day 15
		Scoring Fables
LEARNING EXPECTATION	3.FL.SC.6.i.	Produce simple, compound, and complex sentences.
ELAKKING EXI EGIATION	3.1 L.30.0.1.	roduce simple, compound, and complex sentences.
		<u>WritingCity</u>
		• 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
LEARNING EXPECTATION	3.FL.SC.6.j.	Capitalize appropriate words in titles.
		WritingCity
		• Unit 3b: Day 07
		Revisiting Conclusions
		Unit 3b: Day 12 Editing Checklist
		• Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric
		• Unit 4: Day 09
		Formal Writing Assessment
		Unit 4: Day 11 Editing and Scoring
		• Unit 5: Day 11
		Editing for Capitals
		• Unit 5: Day 12
		Score, Plan, & Talk!

	11	
		• Unit 5: Day 17
		Editing Fables
LEARNING EXPECTATION	3.FL.SC.6.k.	Use commas in addresses.
		WritingCity
		• Unit 3b: Day 01
		Becoming Authorities
LEARNING EXPECTATION	3.FL.SC.6.I.	Use commas and quotation marks in dialogue.
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		<u>WritingCity</u>
		• Unit 2: Day 03
		Dialogue=Detail
		Unit 2: Day 04 Using Dialogue to Develop Characters
		• Unit 5: Day 04
		Fables and Focus
		• Unit 5: Day 17
		Editing Fables
LEARNING EXPECTATION	3.FL.SC.6.m.	Form and use possessives.
		WritingCity
		• Unit 1: Day 07
		6 Traits: Conventions
		• Unit 3a: Day 13
		Editing and Scoring
		Unit 3b: Day 12 Editing Checklist
		Unit 4: Day 11
		Editing and Scoring
		• Unit 5: Day 10
		Possessives and Plurals, Oh My!
		• Unit 5: Day 12 Score, Plan, & Talk!
		• Unit 5: Day 17
		Editing Fables
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND /	3.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION	J. 100 II	
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful
LEARNING EXPECTATION		words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
		materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning
		words and phrases based on grade 3 reading and content,
		choosing flexibly from a range of strategies.
INDICATOR	3.FL.VA.7a.iv.	Use glossaries or beginning dictionaries, both print and digital, to
		determine or clarify the precise meaning of key words and phrases.
		WritingCity
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		Unit 6: Day 07 Glows and Grows
		• Unit 6: Day 14
		Scoring with a Rubric
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND /	3.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION		

GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	3.FL.VA.7b.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.FL.VA.7b.iii.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. WritingCity Unit 3b: Day 05 Voice and Word Choice Unit 3b: Day 08 Uno, Dos, Traits
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	3.FL.VA.7c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. WritingCity Unit 2: Day 06 Writing with Emotion Unit 2: Day 14 RevisingGlows and Grows Unit 3a: Day 04 Voice Unit 3a: Day 11 Special Place Unit 3a: Day 12 Revising with A.R.M.S. Unit 3b: Day 05 Voice and Word Choice Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S Unit 3b: Day 17 Scoring a Response Unit 3b: Day 17 Scoring a Response Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising Unit 4: Day 12 Response to Text- A Taste of Two Unit 5: Day 05 Action Words

		Unit 5: Day 07 Fable Beginnings Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables Unit 5: Day 16 Revising Fables
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a 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.
LEARNING EXPECTATION	3.RL.KID.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. WritingCity Unit 2: Day 16 Intro to Response Writing Unit 2: Day 17 Off to the RACES Unit 2: Day 18 Writers Respond to Questions and Prompts Unit 2: Day 20 Read, Reread, Respond and Score Unit 2: Day 21 Read, Reread, Respond and Score Unit 5: Day 18 Activate Thinking in Traditional Literature Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	3.RL.KID.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	3.RL.KID.3.	Describe characters in a story and explain how their actions contribute to the sequence of events.

		WritingCity
		• Unit 2: Day 20
		Read, Reread, Respond and Score
		• Unit 2: Day 21
		Read, Reread, Respond and Score
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	3.RL.CS.6.	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
		WritingCity • Unit 2: Day 18 Writers Respond to Questions and Prompts
		· · · · · · · · · · · · · · · · · · ·
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	3.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.
		WritingCity - Unit 2: Day 16
		Intro to Response Writing • Unit 2: Day 17
		Off to the RACES • Unit 2: Day 20
		Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a 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.
LEARNING EXPECTATION	3.RI.KID.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
		WritingCity • Unit 3b: Day 15
		3-2-1- Highlight!
		• Unit 3b: Day 16
		Vocabulary in a Text
		• Unit 3b: Day 17
		Scoring a Response
		• Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12
		Response to Text- A Taste of Two
		• Unit 4: Day 13
		Response to Text- Comparing Two Texts
		• Unit 4: Day 14
		Response to Text- A Persuasive Letter

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	3.RI.KID.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. WritingCity Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	3.RI.CS.4.	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	3.RI.CS.5.	Use text features to locate information relevant to a given topic efficiently. WritingCity Unit 3b: Day 14 Nonfiction Text Feature Unit 3b: Day 15 3-2-1- Highlight! Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	3.RI.IKI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of a text. WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 4: Day 12 Response to Text- A Taste of Two
		Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	3.RI.IKI.8.	Explain how reasons support specific points an author makes in a text. WritingCity Unit 3b: Day 16 Vocabulary in a Text Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response Unit 4: Day 12 Response to Text- A Taste of Two Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	3.RI.IKI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. WritingCity • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	3.RI.RRTC.10.	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and

		proficiently.
		WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	3.W.TTP.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
INDICATOR	3.W.TTP.1.b.	Develop an opinion with reasons that support the opinion. WritingCity • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
INDICATOR	3.W.TTP.1.c.	Create an organizational structure that lists supporting reasons. WritingCity Unit 4: Day 01 Persuasion Game Unit 4: Day 02 What is Opinion Writing? Unit 4: Day 04 What's Your Opinion? Unit 4: Day 05 S square Organizer Unit 4: Day 06 Mini Stories Support Your Thesis Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric Unit 4: Day 08 Introductions, Conclusions, & Student Planning Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising
INDICATOR	3.W.TTP.1.d.	Provide a concluding statement or section. WritingCity • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising

INDICATOR	3.W.TTP.1.e.	Use linking words and phrases to connect opinion and reasons. WritingCity
		Unit 4: Day 06 Mini Stories Support Your Thesis Unit 4: Day 07
		Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09
		Formal Writing Assessment • Unit 4: Day 10 Revising
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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.
LEARNING EXPECTATION	3.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	3.W.TTP.2.c.	Develop the topic with facts, definitions, and details.
		WritingCity • Unit 3a: Day 01
		Informational Writing • Unit 3a: Day 02
		Paragraphing and Structure • Unit 3a: Day 03
		Narrative vs. Non-Narrative • Unit 3a: Day 04
		Voice
		Unit 3a: Day 05 Introductions and Topic Sentences
		Unit 3a: Day 06 Paragraphs and Linking Words
		• Unit 3a: Day 07
		Wrap-Up Conclusions • Unit 3a: Day 08
		Score and Organize • Unit 3a: Day 10
		Teacher Modeling and Planning
		Unit 3a: Day 11 Special Place
		Unit 3a: Day 12 Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring • Unit 3b: Day 02
		Becoming Experts • Unit 3b: Day 03
		Facts, Definitions, and Details
		Unit 3b: Day 04 Linking and Transition Words
		Unit 3b: Day 05 Voice and Word Choice
		• Unit 3b: Day 06
		Introductions • Unit 3b: Day 07
		Revisiting Conclusions • Unit 3b: Day 09
		Planning Sheets
		Unit 3b: Day 10 Formal Writing Assessment
		• Unit 3b: Day 11

		Revising with A.R.M.S • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight
		• Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07
		Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing
		Unit 6: Day 14 Scoring with a Rubric
INDICATOR	3.W.TTP.2.d.	Provide a conclusion.
		WritingCity • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S
INDICATOR	3.W.TTP.2.e.	Use linking words and phrases to connect ideas within categories of information. WritingCity Unit 3a: Day 06 Paragraphs and Linking Words Unit 3a: Day 07 Wrap-Up Conclusions Unit 3a: Day 08 Score and Organize Unit 3a: Day 11 Special Place Unit 3a: Day 12 Revising with A.R.M.S. Unit 3b: Day 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	3.W.TTP.3.	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	3.W.TTP.3.a.	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. WritingCity Unit 1: Day 02 6 Traits: Ideas Unit 1: Day 03 6 Traits: Organization Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing the Whole Story Unit 2: Day 08 Planning Unit 2: Day 09 How to Bait a Reader Unit 2: Day 10 Catchy Closures Unit 2: Day 12 Writing From Experience Unit 2: Day 14 RevisingGlows and Grows Unit 5: Day 03 Planning Wheels Unit 5: Day 03 Planning Wheels Unit 5: Day 09 Linking and Transition Words Unit 5: Day 09 Linking and Transition Words Unit 5: Day 09 Linking and Transition Words Unit 5: Day 13 Score, Plan, & Talk! Unit 5: Day 14 Formal Writing Assessment
INDICATOR	3.W.TTP.3.b.	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. WritingCity
		-

• Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 06 Writing with Emotion Unit 2: Day 14 Revising--Glows and Grows Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14 Formal Writing Assessment Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 **Revising Fables** INDICATOR 3.W.TTP.3.c. Use temporal words and phrases to signal event order. **WritingCity** • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 07 Wrap-Up Conclusions Unit 3a: Day 08 Score and Organize Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 04 Linking and Transition Words Unit 3b: Day 10 Formal Writing Assessment

		Unit 5: Day 02 What is a Fable? Unit 5: Day 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 • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write!
		Unit 6: Day 11 Just Keep Writing Unit 6: Day 14 Scoring with a Rubric
INDICATOR	3.W.TTP.3.d.	Provide a sense of closure. WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 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 17 Revisiting Conclusions • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.PDW.	Production and Distribution of Writing

GUIDING QUESTION /	W.PDW.4.	Produce clear and coherent writing in which the development and
LEARNING EXPECTATION		organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	3.W.PDW.4.	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
		WritingCity
		• Unit 1: Day 02
		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
		RevisingGlows and Grows
		Unit 2: Day 16 Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES
		• Unit 2: Day 18
		Writers Respond to Questions and Prompts
		Unit 2: Day 19 Using the Checklist
		• Unit 2: Day 20
		Read, Reread, Respond and Score
		• Unit 2: Day 21
		Read, Reread, Respond and Score • Unit 3a: Day 01
		Informational Writing
		• Unit 3a: Day 02
		Paragraphing and Structure • Unit 3a: Day 03
		Narrative vs. Non-Narrative
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		Unit 3a: Day 06 Paragraphs and Linking Words
		• Unit 3a: Day 10
		Teacher Modeling and Planning
		• Unit 3a: Day 11
		Special Place
		Unit 3a: Day 12 Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring
		• Unit 3b: Day 02
		Becoming Experts • Unit 3b: Day 03
		- Onic JD. Day UJ

Facts, Definitions, and Details • Unit 3b: Day 06 Introductions Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 17 Scoring a Response Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning Unit 4: Day 09 Formal Writing Assessment Unit 4: Day 10 Revising • Unit 4: Day 11 **Editing and Scoring** • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? Unit 5: Day 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 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight Unit 6: Day 04 **Guided Notes Journal** Unit 6: Day 05 **Paraphrasing**

		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows
		• Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION /	W.PDW.6.	Use technology, including the Internet, to produce and publish
LEARNING EXPECTATION	2110	writing and to interact and collaborate with others.
LEARNING EXPECTATION	3.W.PDW.6.	With guidance and support from adults, use technology to produce
LEARNING EXPECTATION	3.VV.PDVV.0.	
		and publish writing, as well as to interact and collaborate with
		others; demonstrate sufficient command of technological skills to
		type a complete product in a single sitting as defined in W.1-3.
		WritingCity
		• Unit 6: Day 15
		Publishing with Technology
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
STRAND/STANDARD/		
COURSE		
COURSE CONCEPTUAL STRAND /	3.W.RBPK.	Research to Build and Present Knowledge
COURSE		
COURSE CONCEPTUAL STRAND /		Research to Build and Present Knowledge
COURSE CONCEPTUAL STRAND / GUIDING QUESTION	3.W.RBPK.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /	3.W.RBPK.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write!
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 14
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write!
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.RBPK. W.RBPK.8.	Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 14

CONCEPTUAL STRAND /	3.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION	J.W.KBPK.	Research to build and Fresent Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION LEARNING EXPECTATION	3.W.RBPK.9.	
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE		

CONCEPTUAL STRAND / GUIDING QUESTION	3.W.RW.	Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.RW.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.
LEARNING EXPECTATION	3.W.RW.10.	
		Introductions and Topic Sentences • Unit 3a: Day 11 Special Place • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11
		Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals • Unit 6: Day 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

Tennessee Academic Standards

Language Arts

Grade: 4 - Adopted: 2016

		Frade: 4 - Adopted: 2016
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	4.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 09 Editing
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.F.	Fluency
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.F.5.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	4.FL.F.5.a.	Read grade-level text with purpose and understanding. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	4.FL.SC.6.a.	Use relative pronouns and relative adverbs. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 6: Day 08 Glows and Grows
LEARNING EXPECTATION	4.FL.SC.6.b.	Form and use progressive verb tenses. WritingCity Unit 1: Day 07 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 St or 3rd Person Narrators Unit 6: Day 08 Glows and Grows
LEARNING EXPECTATION	4.FL.SC.6.d.	Form and use prepositional phrases. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 09 Revising for Similes and Sensory Details Unit 4: Day 09 Revising Ears Unit 5: Day 07 Ready, Set, Write! Unit 6: Day 08 Glows and Grows
LEARNING EXPECTATION	4.FL.SC.6.e.	Produce complete sentences; recognize and correct inappropriate fragments and run-ons. WritingCity Unit 1: Day 07 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
LEARNING EXPECTATION	4.FL.SC.6.f.	Use correct capitalization. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08
		Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
LEARNING EXPECTATION	4.FL.SC.6.g.	Use commas and quotation marks to mark direct speech and quotations from a text. WritingCity • 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
LEARNING EXPECTATION	4.FL.SC.6.h.	Use a comma before a coordinating conjunction in a compound sentence. WritingCity Unit 1: Day 07 Traits: Conventions Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 3a: Day 06 Glows and Grows - Part 1 Unit 3a: Day 10 Editing With A Checklist Unit 3b: Day 13 Editing Unit 4: Day 10 Editing Glasses Unit 5: Day 06 Uno, Dos, Traits! Unit 5: Day 09 Editing

		Helt O. Berr 00
		• Unit 6: Day 08 Glows and Grows
LEARNING EXPECTATION	4.FL.SC.6.i.	Write several cohesive paragraphs on a topic.
		WritingCity • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STRAND / STANDARD /	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	4.FL.VA.7b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	4.FL.VA.7b.i.	Explain the meaning of simple similes and metaphors in context. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08 Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
INDICATOR	4.FL.VA.7b.iii.	Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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
LEARNING EXPECTATION	4.FL.VA.7c.	word parts, and consulting general and specialized reference materials, as appropriate. 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 and that are basic to a particular topic. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 11 Verbs, Verbs, Verbs! • 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 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 05 Long Traits! • Unit 5: Day 05 Long Traits! • Unit 5: Day 05
		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	1	-	
Ready, Set, Write!			
Just Keep Writing, Just Keep Writing! - Unit : Day 13 Formal Writing: Research Piece - Part 1 STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION R.KID.1. Read closely to determine what a 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. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. WritingCity - Unit 2: Day 16 Intro to Response to Text - Unit 2: Day 17 Ways Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond and Respond - Unit 2: Day 21 Reread, Respond and Score - Unit 4: Day 12 Response to Text - Idea Swap - Unit 2: Day 17 Response to Text - Persuasive Letter - Part 1 - Unit 4: Day 13 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / GUIDING QUESTION / LEARNING EXPECTATION 4.RL.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. LEARNING EXPECTATION 4.RL.KID.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			Ready, Set, Write!
Unit 6: Day 13 Formal Writing: Research Piece - Part 1			
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION 4.RL.KID.1. 4.RL.KID.1. Read closely to determine what a 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. writing or speaking to support conclusions drawn from the text. writing or speaking to support conclusions drawn from the text. writing or speaking to support conclusions drawn from the text. writing or speaking to support conclusions drawn from the text. writing or speaking to support conclusions drawn from the text. writing or speaking to support conclusions drawn from the text. writing or speaking to support conclusions drawn from the text. when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text such as a character's thoughts, words, or actions. The provided references from it, cited specific textual evidence when writing or specific details in a text, such as a character's thoughts, words, or actions.			• Unit 6: Day 13
CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / LEARNING EXPECTATION R.KID.1. Read closely to determine what a 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. LEARNING EXPECTATION 4.RL.KID.1. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond and Respond Unit 2: Day 21 Response to Text - Idea Swap 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 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / LEARNING EXPECTATION R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Jest in the start of the sta			
GUIDING QUESTION / LEARNING EXPECTATION R.KID.1. Read closely to determine what a 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. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. WritingCity - Unit 2: Day 16 Intro to Response to Text - Unit 2: Day 16 Intro to Response to Text - Unit 2: Day 19 Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond Through Opinions - Unit 2: Day 20 Read, Reread and Respond - Unit 2: Day 21 Reread, Respond and Score - Unit 4: Day 12 Response to Text - Idea Swap - Unit 4: Day 12 Response to Text - Persuasive Letter - Part 1 - Unit 4: Day 12 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / TN.RL. READING STANDARDS - LITERATURE CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / LEARNING EXPECTATION 4.RL.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text, such as a character's thoughts, words, or actions.		TN.RL.	READING STANDARDS - LITERATURE
LEARNING EXPECTATION digical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		4.RL.KID.	
text says explicitly; refer to details and examples in a text when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Idea Swap • Unit 4: Day 14 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 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / ARLKID. GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION 4.RL.KID.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.		R.KID.1.	logical inferences from it; cite specific textual evidence when
- Unit 2: Day 16 Intro to Response to Text - Unit 2: Day 17 Ways Writers Respond to Reading - Unit 2: Day 18 Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond Through Opinions - Unit 2: Day 20 Read, Reread and Respond - Unit 2: Day 21 Reread, Respond and Score - Unit 4: Day 12 Response to Text - Idea Swap - Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 - Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / GUIDING QUESTION / EARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	LEARNING EXPECTATION	4.RL.KID.1.	text says explicitly; refer to details and examples in a text when
• Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			• Unit 2: Day 16
Ways Writers Respond to Reading - Unit 2: Day 18 Writers Respond to Questions & Prompts - Unit 2: Day 19 Writers Respond Through Opinions - Unit 2: Day 20 Read, Reread and Respond - Unit 2: Day 21 Reread, Respond and Score - Unit 4: Day 12 Response to Text - Idea Swap - Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 - Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 - Unit 5: Day 12 Response to Text - Part 14 Response to Text - Unit 5: Day 12 Response to			
Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text - Unit 5: Day 12 Response to Text - Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			Ways Writers Respond to Reading
Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION READING STANDARD / COURSE Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			Writers Respond to Questions & Prompts
Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			Writers Respond Through Opinions
* Unit 2: Day 21 Reread, Respond and Score * Unit 4: Day 12 Response to Text - Idea Swap * Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 * Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 * Unit 5: Day 12 Response to Text - Persuasive Letter - Part 2 * Unit 5: Day 13 Compare and Contrast * Unit 5: Day 13 Compare and Contrast * Unit 5: Day 13 * Unit 5: Day 13 Compare and Contrast * Unit 5: Day 12 * Unit 5: Day 13 * Unit 5: Day 14 * Unit 5: Day 13 * Unit 5: Day 14 * Unit 5: Day 14			
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 12 Response to Text Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			
Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / TN.RL. COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. LEARNING EXPECTATION 4.RL.KID.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			
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 12 Response to Text • Unit 5: Day 13 Compare and Contrast TN.RL. COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. LEARNING EXPECTATION 4.RL.KID.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			
Response to Text • Unit 5: Day 13 Compare and Contrast STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION R.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. LEARNING EXPECTATION 4.RL.KID.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION R.KID.3.			
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION 4.RL.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.			
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	OTDAND / OTANDADD /	TNDI	
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.		TN.RL.	READING STANDARDS - LITERATURE
LEARNING EXPECTATION interact over the course of a text. LEARNING EXPECTATION 4.RL.KID.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	CONCEPTUAL STRAND /	4.RL.KID.	Key Ideas and Details
drawing on specific details in a text, such as a character's thoughts, words, or actions.		R.KID.3.	
WritingCity	LEARNING EXPECTATION	4.RL.KID.3.	drawing on specific details in a text, such as a character's
• Unit 2: Day 16			WritingCity • Unit 2: Day 16
Intro to Response to Text			Intro to Response to Text
Unit 2: Day 17 Ways Writers Respond to Reading			
• Unit 2: Day 18			• Unit 2: Day 18
Writers Respond to Questions & Prompts • Unit 2: Day 19			
Writers Respond Through Opinions			Writers Respond Through Opinions
Unit 2: Day 20 Read, Reread and Respond			• Unit 2: Day 20
• Unit 2: Day 21			Read, Reread and Respond

		Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	4.RL.CS.4.	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 17 Nonfiction Choice Cards Unit 5: Day 05 Dialogue and Punctuation
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RL.CS.6.	Compare and contrast the point of view from which different stories are narrated. WritingCity • Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	4.RL.IKI.9.	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.
		WritingCity • Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	4.RL.RRTC.10.	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
		WritingCity • Unit 2: Day 16 Intro to Response to Text
		Unit 2: Day 17 Ways Writers Respond to Reading
		Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21
		Reread, Respond and Score
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a 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.
LEARNING EXPECTATION	4.RI.KID.1.	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text • Unit 3b: Day 15
		Response Writing and Text Features • Unit 3b: Day 16
		Nonfiction Text Summaries
		Unit 3b: Day 17 Nonfiction Choice Cards
		Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		Unit 3b: Day 19 Nonfiction Response and Score- Day 2
		• Unit 4: Day 02
		What Do We Think of Zoos? • Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03 Ready, Set, Highlight!
		Unit 6: Day 05 Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	4.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 16 Nonfiction Text Summaries Unit 3b: Day 17 Nonfiction Choice Cards Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 5: Day 12 Response to Text Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	4.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. WritingCity Unit 3b: Day 17 Nonfiction Choice Cards
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	4.RI.CS.5.	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. WritingCity Unit 3b: Day 18

		Nonfiction Response and Score- Day 1
		Unit 3b: Day 19 Nonfiction Response and Score- Day 2
STRAND / STANDARD /	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RI.CS.6.	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1
		Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12
		Response to Text • Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	4.RI.IKI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		WritingCity • Unit 2: Day 16
		Intro to Response to Text • Unit 3b: Day 15
		Response Writing and Text Features
		Unit 3b: Day 17 Nonfiction Choice Cards
		• Unit 3b: Day 18
		Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
		Nonfiction Response and Score- Day 2
		Unit 4: Day 02 What Do We Think of Zoos?
		• Unit 4: Day 13
		Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12
		Response to Text
		• Unit 6: Day 03
		Ready, Set, Highlight! • Unit 6: Day 05
		Paraphrasing
		Unit 6: Day 06 Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RI.IKI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. WritingCity Unit 3b: Day 18 Nonfiction Response and Score- Day 1 Unit 3b: Day 19 Nonfiction Response and Score- Day 2 Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	4.W.TTP.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	4.W.TTP.1.b.	Develop an opinion with reasons that are supported by facts and details. WritingCity Unit 4: Day 01 Fact vs. Opinion Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 03 Square Paragraph Planning Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears
INDICATOR	4.W.TTP.1.c.	Create an organizational structure in which related ideas are grouped to support the writer's purpose. WritingCity • Unit 4: Day 01 Fact vs. Opinion

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		Unit 4: Day 02 What Do We Think of Zoos? Unit 4: Day 03 Square Paragraph Planning Unit 4: Day 04 Let the Planning Begin! Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! Unit 4: Day 06 Analyzing the Student Sample Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 Unit 4: Day 09 Revising Ears
INDICATOR	4.W.TTP.1.d.	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2
INDICATOR	4.W.TTP.1.e.	Link opinion and reasons using words and phrases. WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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.
LEARNING EXPECTATION	4.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	4.W.TTP.2.b.	WritingCity • Unit 3a: Day 02 5 Square • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S.

		Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.2.d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 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 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 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.2.e.	Provide a conclusion related to the information or explanation presented. WritingCity Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions

		Unit 3b: Day 02 Square Paragraphs Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.2.f.	Link ideas within categories of information using words and phrases. WritingCity Unit 3a: Day 04 Formal Writing Unit 3b: Day 04 Linking Words Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 10 Formal Writing Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.2.g.	Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal

		Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.2.h.	Apply language standards addressed in the Foundational Literacy
		standards. WritingCity Unit 3a: Day 04 Formal Writing Unit 3a: Day 07 Glows and Grows - Part 2 Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary 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 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 11 Ready, Set, Writel Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE CONCEPTUAL STRAND / GUIDING QUESTION	4.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	4.W.TTP.3.	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	4.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.44.111 .5.5.	Organize an event sequence that unfolds haturally and logically.
		<u>WritingCity</u>
		• Unit 1: Day 02
		Ideas
		• Unit 1: Day 03
		Organization • Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 12
		Formal Writing
		• Unit 5: Day 01
		What is a Legend?
		• Unit 5: Day 03
		1st or 3rd Person Narrators
		Unit 5: Day 04 Legend Planning Wheels
		• Unit 5: Day 10
		Compare Characters
INDICATOR	4 W TTD 2 a	
INDICATOR	4.W.TTP.3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
		WritingCity • Unit 1: Day 02
		Ideas
		• Unit 1: Day 04
		Voice
		• Unit 2: Day 06
		A Character's Voice
		• Unit 2: Day 07
		The Conventions of Dialogue • Unit 2: Day 08
		Show And Tell Review
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3b: Day 08
		Revising
		• Unit 5: Day 05
		Dialogue and Punctuation
		• Unit 5: Day 06 Uno, Dos, Traits!
		• Unit 5: Day 08
		Check-in and Write!
INDICATOR	4.W.TTP.3.d.	Use a variety of transitional words and phrases to manage the sequence of events.
		<u>WritingCity</u>
		• Unit 1: Day 02
		Ideas
		Unit 1: Day 03 Organization
		• Unit 2: Day 05
		Transitioning Smoothly
		• Unit 2: Day 08
		Show And Tell Review
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		Unit 2: Day 12 Formal Writing
		• Unit 3a: Day 01
	J	· Offic Ja. Day VI

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		The Elements • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 04 Linking Words • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • 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 06 Uno, Dos, Traits! • Unit 5: Day 10 Compare Characters • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.3.e.	Provide a conclusion that follows from the narrated experiences or events. WritingCity Unit 1: Day 03 Organization Unit 3a: Day 03 Using the Planning Sheet Unit 3a: Day 04 Formal Writing Unit 3a: Day 05 Reworking Conclusions Unit 3b: Day 02 S Square Paragraphs Unit 3b: Day 07 Writing Strong Conclusions Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 13 Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.3.f.	Use precise words and phrases and use sensory details to convey experiences and events. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02

		Strong vs. Weak Verbs
		• Unit 2: Day 03
		Honoring Good Writing With Revision • Unit 2: Day 04
		Writing With Sensory Details
		• Unit 2: Day 08
		Show And Tell Review
		• Unit 2: Day 10
		Scoring With A Rubric - Part 2
		• Unit 2: Day 12
		Formal Writing
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		Unit 3b: Day 06 Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 5: Day 08
		Check-in and Write!
		• Unit 5: Day 10
		Compare Characters • Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
INDICATOR	4.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
		WritingCity
		• Unit 3a: Day 04
		Formal Writing

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		• Unit 3a: Day 07
		Glows and Grows - Part 2 • Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs!
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 4: Day 06
		Analyzing the Student Sample
		• Unit 4: Day 07
		Formal Writing: Opinion Piece - Part 1
		• Unit 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
STRAND / STANDARD /	TN.W.	WRITING STANDARDS
COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION /	W.PDW.4.	Produce clear and coherent writing in which the development and
LEARNING EXPECTATION		organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	4.W.PDW.4.	Produce clear and coherent writing in which the development,
		organization, and style are appropriate to task, purpose, and
		audience. (Grade-specific expectations for writing types are defined
		in standards 1-3 above.)
		WritingCity
		• Unit 1: Day 02
		Ideas
		Unit 1: Day 03 Organization
		• Unit 2: Day 09
		Scoring With A Rubric - Part 1
		• Unit 2: Day 11
		Planning
	II .	
		• Unit 2: Day 12
		• Unit 2: Day 12 Formal Writing
		Formal Writing
		Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18
		Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts
		Formal Writing • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18

• Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 02 **5 Square Paragraphs** • Unit 3b: Day 03 Definitions Unit 3b: Day 05 Focus Skill Writing Unit 3b: Day 06 Domain-Specific Vocabulary Unit 3b: Day 10 **Formal Writing** • Unit 3b: Day 11 Verbs, Verbs, Verbs! Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 03 5 Square Paragraph Planning Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 12 Response to Text - Idea Swap Unit 4: Day 13 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2

Response to Text - Persuasive Letter - Part 1

 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	4.W.RBPK.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	4.W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. WritingCity Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21 Reread, Respond and Score Unit 3b: Day 15 Response Writing and Text Features Unit 3b: Day 17 Nonfiction Choice Cards Unit 3b: Day 18 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 - Idea Swap Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 Unit 5: Day 12 Response to Text Unit 5: Day 13 Compare and Contrast Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 05 Paraphrasing
		Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07
		Finishing the Journal
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.RW.	Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.RW.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.
LEARNING EXPECTATION	4.W.RW.10.	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. WritingCity Unit 1: Day 02 Ideas Unit 2: Day 11 Planning Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts

a Unit 2: Day 40
• Unit 2: Day 19
Writers Respond Through Opinions
• Unit 2: Day 20
Read, Reread and Respond
• Unit 2: Day 21
Reread, Respond and Score
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 08
Check-in and Write!
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast

Tennessee Academic Standards

Language Arts

Grade: **5** - Adopted: **2016**

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STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.PWR.	Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.PWR.3.	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	5.FL.PWR.3.a.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed. WritingCity • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 12 Editing • Unit 3b: Day 06

STRAND / STANDARD / COURSE	TN.FL.	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 FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.F.	Fluency
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.F.5.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5.a.	WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	5.FL.SC.6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11

		Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
LEARNING EXPECTATION	5.FL.SC.6.b.	Form and use the perfect verb tense.
		WritingCity • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
LEARNING EXPECTATION	5.FL.SC.6.c.	Use verb tense to convey various times, sequences, states, and conditions. WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 12 Editing Unit 3b: Day 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
LEARNING EXPECTATION	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense. WritingCity Unit 1: Day 07 Conventions Unit 2: Day 15 Editing Unit 3a: Day 09 Using Commas Unit 3a: Day 12 Editing Unit 3b: Day 06 Carly's Formal Writing Assessment Unit 3b: Day 10

		Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
LEARNING EXPECTATION	5.FL.SC.6.e.	WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
LEARNING EXPECTATION	5.FL.SC.6.g.	Use a comma to separate an introductory element from the rest of the sentence. WritingCity • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 3a: Day 09 Using Commas • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas
LEARNING EXPECTATION	5.FL.SC.6.h.	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. WritingCity • Unit 5: Day 04

	11	
		What's the Plan?
		• Unit 5: Day 06
		Writing and Commas
LEARNING EXPECTATION	5.FL.SC.6.i.	Use underlining, quotation marks, or italics to indicate titles of works.
		WritingCity • Unit 2: Day 11 Writing a Real Narrative
		• Unit 2: Day 15 Editing
		• Unit 3b: Day 10
		• Unit 5: Day 04 What's the Plan?
		Unit 6: Day 15 Editing
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.VA.	Vocabulary Acquisition
·	FL.VA.7.	Determine or elevify the magning of culture and multiple
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	5.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
		WritingCity • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	5.FL.VA.7b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	5.FL.VA.7b.i.	Interpret figurative language, including similes and metaphors, in context.
		WritingCity • Unit 1: Day 04
		Voice • Unit 1: Day 08
		Figurative Language • Unit 1: Day 09
		Metaphors & Similes • Unit 2: Day 03 Sensory Images
	l <u> </u>	Densory images

INDICATOR	5.FL.VA.7b.ii.	Recognize and explain the meaning of common idioms and proverbs. WritingCity • Unit 5: Day 08 Revising Part 2
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	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.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
		WritingCity • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a 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.
LEARNING EXPECTATION	5.RL.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 20 Writers Respond Through Opinions Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3b: Day 12 Text Features, Main Ideas, and Details Unit 3b: Day 13

		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
STRAND / STANDARD /	TN.RL.	READING STANDARDS - LITERATURE
COURSE		
CONCEPTUAL STRAND /	5.RL.KID.	Key Ideas and Details
GUIDING QUESTION	O.RE.RO.	ntoy laddo and botano
	D ICID O	Determine the little control of a test and an elementary
GUIDING QUESTION /	R.KID.2.	Determine central ideas or themes of a text and analyze their
LEARNING EXPECTATION		development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RL.KID.2.	Determine a theme or central idea of a story, drama, or poem from
		details in the text; summarize the text.
		<u>WritingCity</u>
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
STRAND / STANDARD /	TN.RL.	READING STANDARDS - LITERATURE
COURSE		
CONCEPTUAL STRAND /	5.RL.KID.	Key Ideas and Details
GUIDING QUESTION		ntoy labab and Dotailo
GUIDING QUESTION /	R.KID.3.	Analyze how and why individuals, events, and ideas develop and
LEARNING EXPECTATION	K.NID.3.	interact over the course of a text.
LEARNING EXPECTATION	5.RL.KID.3.	Compare and contrast two or more characters, settings, or events
		in a story or drama, drawing on specific details in a text.
		MALICE AND COLOR
		WritingCity
		• Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
1	H	
		• Unit 5: Day 10
		Compare the Past
STRAND / STANDARD /	TN.RL.	
STRAND / STANDARD / COURSE	TN.RL.	Compare the Past
	TN.RL. 5.RL.CS.	Compare the Past
COURSE		Compare the Past READING STANDARDS - LITERATURE
COURSE CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.CS.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure
COURSE CONCEPTUAL STRAND /		Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /	5.RL.CS.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION /	5.RL.CS.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. WritingCity
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. WritingCity • Unit 1: Day 04
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. WritingCity • Unit 1: Day 04 Voice
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5.RL.CS. R.CS.4.	Compare the Past READING STANDARDS - LITERATURE Craft and Structure Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08

		• Unit 2: Day 03
		Sensory Images
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RL.IKI.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics. WritingCity
		Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13
		Response to Historical Fiction Text
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
		WritingCity • Unit 2: Day 17
		Intro to Response to Text • Unit 2: Day 18
		Ways Writers Respond to Reading • Unit 2: Day 19
		Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score
		Unit 2: Day 22 Read, Reread, Respond, and Score
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.KID.	Key Ideas and Details
	R.KID.1.	Read closely to determine what a 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.
LEARNING EXPECTATION	5.RI.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		WritingCity - Unit 2: Day 17
		Intro to Response to Text • Unit 2: Day 18
		Ways Writers Respond to Reading • Unit 2: Day 19
		Writers Respond to Questions and Prompts • Unit 2: Day 20
		Writers Respond Through Opinions • Unit 2: Day 21
		Read, Reread, Respond, and Score • Unit 2: Day 22
		Read, Reread, Respond, and Score • Unit 3b: Day 12

CONCEPTUAL STRAND / GUIDING QUESTION / S.RI.KID. Service central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. LEARNING EXPECTATION S.RI.KID.2. Determine central idea of a text and explain how it is supported by key details; summarize the kext. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 19 Writers Respond to Questions and Prompts Unit 2: Day 21 Read, Reread, Respond, and Score Unit 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 16 Respond to Nonfiction Texts and Score Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 04 S Square Paragraphs Unit 4: Day 12 Response to Text: Two of a Kind Unit 4: Day 12 Response to Historical Fiction Text Unit 5: Day 12 Response to Historical Fiction Text Unit 6: Day 03 Main Ideas & Important Facts			
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 Respond to Nonfiction Texts and Score + Unit 4: Day 16 Response to Text: Planning Template + Unit 4: Day 16 Response to Text: Persuasive Letters STRAND / STANDARD / Unit 4: Day 15 Response to Text: Persuasive Letters STRAND / STANDARD / COURSE ONOCEPTUAL STRAND / S.RI.KID. Key Ideas and Details GUIDING QUESTION / COURSE A KEY Ideas and Details GUIDING QUESTION / COURSE EARNING SEXPECTATION S.RI.KID. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. Determine the main idea of a text and explain how it is supported by key details; summarize the text. WritingCity + Unit 2: Day 17 Intro to Response to Text + Unit 2: Day 19 Writers Response to Lext + 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 Text Features + Unit 3b: Day 16 Respond to Nonfiction Texts and Score + Unit 4: Day 02 Fact/Opinion T-Chart + Unit 4: Day 03 5 Square Paragraph + Unit 4: Day 03 5 Square Paragraph - Unit 4: Day 04 5 Square Paragraph Graphic Organizer + Unit 4: Day 04 Response to Text: Two of a Kind + Unit 4: Day 05 Facts and Opinions + Unit 4: Day 13 Response to Text: Two of a Kind + Unit 4: Day 12 Response to Text: Two of a Kind + Unit 4: Day 17 Response to Text: Planning Template + Unit 5: Day 13 Response to Text: Planning Template + Unit 5: Day 13 Response to Text: Planning Template + Unit 5: Day 13 Response to Text: Planning Template + Unit 5: Day 13 Response to Text: Planning Template + Unit 6: Day 03 Main Ideas & Unit 10 Amortic Text + Unit 6: Day 03 Main Ideas & Unit 10 Amortic Text + Unit 6: Day 03 Main Ideas & Unit 10 Amortic Text + Unit 6: Day 03 Main Ideas & Unit 10 Amortic Text +			Text Features, Main Ideas, and Details
- 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 Respond to Nonfiction Texts and Score - Unit 4: Day 14 Response to Text: Planning Template - Unit 4: Day 15 Response to Text: Persuasive Letters STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION JEARNING EXPECTATION R.KID.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine the main idea of a text and explain how it is supported by key details; summarize the text. WritingCity - Unit 2: Day 17 Intro to Response to Text - Unit 2: Day 17 Intro to Response to Text - Unit 2: Day 22 Read, Reread, Respond, and Score - Unit 3b: Day 12 Read, Reread, Respond, and Score - Unit 3b: Day 12 Text Features, Main Ideas, and Details - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3b: Day 16 Respond to Norfiction Texts and Score - Unit 3c: Day 16 Respond to Norfiction Texts and Score - Unit 3c: Day 16 Respond to Norfiction Texts and Score - Unit 4: Day 05 - Square Paragraphs - Unit 4: Day 04 - Square Paragraphs - Unit 4: Day 04 - Square Paragraphs - Unit 4: Day 04 - Square Paragraphs - Unit 4: Day 12 - Response to Text: Planning Template - Unit 5: Day 12 - Response to Historical Fiction Text - Unit 6: Day 03 - Main Ideas & Important Facts			• Unit 3b: Day 13
Nonfiction Choice Cards - Unit 3b: Day 15 Respond to Nonfiction Texts and Score - Unit 3c: Day 16 Respond to Nonfiction Texts and Score - Unit 4c: Day 14 Response to Text: Planning Template - Unit 4c: Day 15 Response to Text: Persuasive Letters STRAND / STANDARD / COURSE TN.RI. READING STANDARDS – INFORMATIONAL TEXT COURSE TN.RI. READING STANDARDS – INFORMATIONAL TEXT COURSETION GUIDING QUESTION / ELARNING EXPECTATION BURNING EXPECTATION S.RI.KID.2. Determine the main idea or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine the main idea of a text and explain how it is supported by key details; summarize the text. WritingCity - Unit 2: Day 17 Writers Respond to Questions and Prompts - Unit 2: Day 22 Read, Respond, and Score - Unit 2: Day 22 Read, Respond, and Score - Unit 3b: Day 13 Nonfiction Text Features, Main ideas, and Details - Unit 3b: Day 14 Nonfiction Text Features - Unit 3b: Day 15 Respond to Nonfiction Texts and Score - Unit 3b: Day 16 Respond to Nonfiction Texts and Score - Unit 3b: Day 16 Respond to Nonfiction Texts and Score - Unit 4: Day 02 Feat/Opinion T-Chart - Unit 4: Day 03 S Square Paragraphs - Unit 4: Day 04 S Square Paragraphs - Unit 4: Day 05 Feat and Opinions - Unit 4: Day 04 Response to Text: Two of a Kind - Unit 4: Day 13 Response to Text: Planning Template - Unit 5: Day 13 Response to Text: Planning Template - Unit 5: Day 13 Response to Text: Planning Template - Unit 5: Day 13 Response to Text: Planning Template - Unit 6: Day 03 Main Ideas & Important Facts			Nonfiction Text Features
* Unit 3b: Day 15 Respond to Nonfiction Texts and Score * Unit 3b: Day 16 Respond to Nonfiction Texts and Score * Unit 3b: Day 16 Respond to Nonfiction Texts and Score * Unit 4: Day 14 Response to Toxt: Planning Template * Unit 4: Day 15 Response to Toxt: Persuasive Letters STRAND / STANDARD / Response to Toxt: Persuasive Letters Response to Toxt: Persuasive Letters STRAND / STANDARD / STANDARD READING STANDARDS - INFORMATIONAL TEXT COURSE READING STANDARDS - INFORMATIONAL TEXT COURSE READING STANDARDS - INFORMATIONAL TEXT GUIDING QUESTION R.KID.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. LEARNING EXPECTATION S.RI.KID.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. WritingCity * Unit 2: Day 17 Intro to Response to Text * Unit 2: Day 27 Read, Reread, Respond, and Score * Unit 2: Day 27 Read, Reread, Respond, and Score * Unit 2: Day 27 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 Text Features * Unit 3b: Day 14 Nonfiction Text Features * Unit 3b: Day 14 Response to Nonfiction Texts and Score * Unit 4: Day 02 Feat/Opinion T-Chart * Unit 4: Day 02 Feat/Opinion T-Chart * Unit 4: Day 03 Square Paragraphs * Unit 4: Day 04 Square Paragraph Graphic Organizer * Unit 4: Day 04 Response to Text: Two of a Kind * Unit 4: Day 14 Response to Text: Two of a Kind * Unit 4: Day 14 Response to Text: Planning Template * Unit 5: Day 12 Response to Text: Planning Template * Unit 5: Day 13 Response to Historical Fiction Text * Unit 6: Day 03 Main Ideas & Important Facts * Unit 6: Day 03 Main Ideas & Important Facts * Unit 6: Day 03 Main Ideas & Important Facts * Unit 6: Day 03 Main Read Response to Text: Planning Templa			• Unit 3b: Day 14
Respond to Nonfiction Texts and Score			Nonfiction Choice Cards
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: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters			• Unit 3b: Day 15
Respond to Nonfiction Texts and Score Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION S.RI.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. LEARNING EXPECTATION LEARNING EXPECTATION S.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. WritingCity Unit 2: Day 17 Intro to Response to Text Unit 2: Day 17 Intro to Response to Text Unit 2: Day 17 Intro to Response to Text Unit 2: Day 21 Read, Reread, Respond, and Score Unit 3: Day 14 Read, Reread, Respond, and Score Unit 3: Day 12 Text Features, Main Ideas, and Details Unit 3: Day 14 Nonfiction Text Features Unit 3: Day 14 Nonfiction Text Features Unit 4: Day 04 Seapond to Nonfiction Texts and Score Unit 4: Day 04 Square Paragraphs Unit 4: Day 04 Square Paragraphs Unit 4: Day 04 Square Paragraphs Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14 Response to Text: Two of a Kind Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14 Response to Text: Two of a Kind Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 12 Response to Text: Two of a Kind Unit 4: Day 13 Response to Text: Planning Template Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 03 Main Ideas & Important Facts			Respond to Nonfiction Texts and Score
* Unit 4: Day 14 Response to Text: Planning Template * Unit 4: Day 15 Response to Text: Persuasive Letters STRAND / STANDARD / COURSE*			• Unit 3b: Day 16
Response to Toxt: Planning Template			Respond to Nonfiction Texts and Score
* Unit 4: Day 15 Response to Text: Persuasive Letters STRAND / STANDARD / COURSE TARIL READING STANDARDS - INFORMATIONAL TEXT			• Unit 4: Day 14
Response to Text: Persuasive Letters COURSE CONCEPTUAL STRAND / STAIL COURSETION STAIL			Response to Text: Planning Template
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / GUIDING QUESTION / GUIDING QUESTION / LEARNING EXPECTATION BEARNING EXPECTATION S.RI.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Writing Expectation S.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. Writing Expectation Writing Expect			• Unit 4: Day 15
CONCEPTUAL STRAND / GUIDING QUESTION S.RI.KID. Service Servi			
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Main Ideas & Important Facts			
• Unit 6: Day 04			
			• Unit 6: Day 04
Guided Note-Taking Journal			
• Unit 6: Day 05			• Unit 6: Day 05

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		Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows
		• Unit 6: Day 08
		Introducing the Rubric
STRAND / STANDARD /	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
COURSE		
CONCEPTUAL STRAND /	5.RI.KID.	Key Ideas and Details
GUIDING QUESTION		noy lada ana Bolano
GUIDING QUESTION /	R.KID.3.	Analyze how and why individuals, events, and ideas develop and
LEARNING EXPECTATION	K.KID.S.	interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3.	
LEARNING EXPECTATION	5.KI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
		muividuais, events, and/or ideas in a text.
		WritingCity
		• Unit 2: Day 17
		Intro to Response to Text
		• Unit 2: Day 19
		Writers Respond to Questions and Prompts
		Unit 2: Day 21
		Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 3a: Day 02
		Purpose and Proof
		• Unit 3b: Day 12
		Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		• Unit 3b: Day 14
		Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		• Unit 3b: Day 16
		Respond to Nonfiction Texts and Score
		• Unit 4: Day 02
		Fact/Opinion T-Chart
		• Unit 4: Day 03
		5 Square Paragraphs
		• Unit 4: Day 04
		5 Square Paragraph Graphic Organizer
		• Unit 4: Day 05
		Facts and Opinions
		• Unit 4: Day 13
		Response to Text: Two of a Kind
		• Unit 4: Day 14
		Response to Text: Planning Template
		• Unit 5: Day 12
		Response to Historical Fiction Text
		• Unit 5: Day 13
		Response to Historical Fiction Text
		• Unit 6: Day 03
		Main Ideas & Important Facts
		• Unit 6: Day 04
		Guided Note-Taking Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Analyzing a Peer's Work
		• Unit 6: Day 07
		Glows & Grows

		Unit 6: Day 08 Introducing the Rubric
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RI.CS.5.	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind
		Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RI.CS.6.	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 4: Day 14 Response to Text: Planning Template Unit 5: Day 12

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
		WritingCity • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. WritingCity • Unit 2: Day 17 Intro to Response to Text • 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 13 Nonfiction Text Features • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraph Graphic Organizer • Unit 4: Day 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

STRAND / STANDARD /	TN.RI.	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
COURSE CONCEPTUAL STRAND /	5.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RI.IKI.9.	Integrate information from two or more texts on the same topic in order to build content knowledge. WritingCity Unit 3b: Day 15 Respond to Nonfiction Texts and Score Unit 3b: Day 16 Respond to Nonfiction Texts and Score Unit 4: Day 13 Response to Text: Two of a Kind Unit 5: Day 12 Response to Historical Fiction Text Unit 5: Day 13 Response to Historical Fiction Text Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. WritingCity Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	5.W.TTP.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	5.W.TTP.1.b.	Develop an opinion through logically-ordered reasons that are supported by facts and details. WritingCity Unit 4: Day 02 Fact/Opinion T-Chart Unit 4: Day 03 Square Paragraphs Unit 4: Day 04 Square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 Traits Rubric Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 14 Response to Text: Planning Template Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR	5.W.TTP.1.d.	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
INDICATOR	5.W.TTP.1.e.	Link opinion and reasons using words, phrases, and clauses. WritingCity • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.TTP.	Text Types and Protocol

GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.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.
LEARNING EXPECTATION	5.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TTP.2.c.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		WritingCity
		Unit 2: Day 17 Intro to Response to Text
		• Unit 2: Day 18
		Ways Writers Respond to Reading
		Unit 2: Day 19 Writers Respond to Questions and Prompts
		• Unit 2: Day 20
		Writers Respond Through Opinions
		• Unit 2: Day 21 Read, Reread, Respond, and Score
		• Unit 2: Day 22
		Read, Reread, Respond, and Score
		• Unit 3a: Day 04 Let's Take Five
		• Unit 3a: Day 05
		Model the Plan • Unit 3a: Day 06
		Where I Live
		• Unit 3a: Day 07
		3 Points • Unit 3a: Day 08
		Revising the End
		• Unit 3a: Day 10
		Revising Part 1 • Unit 3a: Day 11
		Revising Part 2
		• Unit 3b: Day 01
		Definitions and Details • Unit 3b: Day 02
		Brainstorming
		• Unit 3b: Day 03
		5 Square Paragraphs • Unit 3b: Day 04
		5 Square Paragraphs
		• Unit 3b: Day 07
		Formal Writing Assessment • Unit 3b: Day 08
		Writing Strong Conclusions
		Unit 3b: Day 12 Text Features, Main Ideas, and Details
		• Unit 3b: Day 13
		Nonfiction Text Features
		Unit 3b: Day 14 Nonfiction Choice Cards
		• Unit 3b: Day 15
		Respond to Nonfiction Texts and Score
		Unit 3b: Day 16 Respond to Nonfiction Texts and Score
		• Unit 4: Day 05
		Facts and Opinions
		Unit 4: Day 14 Response to Text: Planning Template
		• Unit 4: Day 15
		Response to Text: Persuasive Letters
		• Unit 6: Day 08 Introducing the Rubric

		Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 11
		Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13
INDICATOR	5.W.TTP.2.d.	Formal Writing - Part 2 Provide a conclusion related to the information or explanation
INDICATOR	J.W.11F.2.u.	writingCity • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points
		Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 07
		Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
INDICATOR	5.W.TTP.2.e.	Link ideas within and across categories of information using words, phrases, and clauses.
		WritingCity • Unit 3b: Day 05 Linking Ideas
		Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions
		Unit 6: Day 10 Linking Words
INDICATOR	5.W.TTP.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		WritingCity • Unit 3a: Day 01
		Explanatory Writing • Unit 3a: Day 03
		Who is Stronger?
		• Unit 3a: Day 07 3 Points
		Unit 3a: Day 08 Revising the End
		• Unit 3a: Day 11 Revising Part 2
		• Unit 3b: Day 03
		5 Square Paragraphs • Unit 3b: Day 07
		Formal Writing Assessment • Unit 3b: Day 08
		Writing Strong Conclusions • Unit 6: Day 14
CTRAND / CTANDADD /	TNIW	Revising
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.TTP.	Text Types and Protocol

GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3.	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP.3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters. WritingCity Unit 1: Day 02 Ideas Unit 2: Day 04 Character Description Unit 2: Day 12 Writing a Conclusion Unit 5: Day 01 What is Historical Fiction? Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 03 Planning Wheel 2 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1
INDICATOR	5.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically. WritingCity Unit 1: Day 02 Ideas Unit 2: Day 04 Character Description Unit 2: Day 12 Writing a Conclusion Unit 5: Day 01 What is Historical Fiction? Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 03 Planning Wheel 2 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 07 Revising Part 1
INDICATOR	5.W.TTP.3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description

		Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience
		• Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative
		Unit 2: Day 12 Writing a Conclusion Unit 5: Day 01
		What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03
		Planning Wheel 2 • Unit 5: Day 05 Developing Characters
		Unit 5: Day 06 Writing and Commas Unit 5: Day 07
INDICATOR	5.W.TTP.3.d.	Revising Part 1 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
		WritingCity • Unit 1: Day 02 Ideas
		Unit 1: Day 03 Organization Unit 2: Day 04
		Character Description • Unit 2: Day 05 Transition
		Unit 2: Day 12 Writing a Conclusion Unit 3a: Day 03 Who is Stronger?
		Unit 3a: Day 04 Let's Take Five Unit 3a: Day 06
		Where I Live • Unit 3a: Day 07 3 Points
		Unit 3b: Day 05 Linking Ideas Unit 3b: Day 07 Formal Writing Assessment
		Unit 3b: Day 08 Writing Strong Conclusions Unit 5: Day 01
		What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1
		Unit 5: Day 03 Planning Wheel 2 Unit 5: Day 05 Developing Characters
		Unit 5: Day 06 Writing and Commas Unit 5: Day 07
		Revising Part 1 • Unit 6: Day 10 Linking Words

INDICATOR	5.W.TTP.3.e.	Provide a conclusion that follows from the narrated experiences or events. WritingCity Unit 1: Day 03 Organization Unit 2: Day 12 Writing a Conclusion Unit 3a: Day 02 Purpose and Proof Unit 3a: Day 07 Points Unit 3a: Day 08 Revising the End Unit 3a: Day 10 Revising Part 1 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions Unit 5: Day 08 Revising Part 2
INDICATOR	5.W.TTP.3.f.	Use precise words and phrases and use sensory details to convey experiences and events. WritingCity Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 03 Sensory Images Unit 2: Day 04 Character Description Unit 3a: Day 04 Let's Take Five Unit 3a: Day 06 Where I Live Unit 3a: Day 07 Senits Unit 3a: Day 08 Revising the End
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02

Vary Sentences Part 2

• Unit 2: Day 06

Dialogue: A Character's Voice

• Unit 2: Day 07

Scoring with a Rubric Part 1

• Unit 2: Day 08

Scoring with a Rubric Part 2

• Unit 2: Day 09

Writing from Experience

• Unit 2: Day 10

Planning to Write

• Unit 2: Day 11

Writing a Real Narrative

Unit 2: Day 12

Writing a Conclusion

• Unit 2: Day 20

Writers Respond Through Opinions

• Unit 2: Day 21

Read, Reread, Respond, and Score

• Unit 2: Day 22

Read, Reread, Respond, and Score

Unit 3a: Day 04

Let's Take Five

Unit 3a: Day 05

Model the Plan

Unit 3a: Day 06

Where I Live

Unit 3a: Day 07

3 Points

Unit 3a: Day 08

Revising the End

• Unit 3a: Day 10

Revising Part 1

Unit 3b: Day 01

Definitions and Details

Unit 3b: Day 04

5 Square Paragraphs

Unit 3b: Day 07

Formal Writing Assessment

Unit 3b: Day 08

Writing Strong Conclusions

• Unit 3b: Day 11

Scoring and Publishing

Unit 4: Day 08

Paragraphs 1 & 2

• Unit 4: Day 09

Paragraphs 3, 4, & 5

• 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 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 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3. WritingCity Unit 6: Day 16 Scoring and Publishing
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBPK.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
		WritingCity • Unit 2: Day 17
		Intro to Response to Text • Unit 2: Day 18
		Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts
		Unit 2: Day 21 Read, Reread, Respond, and Score
		Unit 2: Day 22 Read, Reread, Respond, and Score
		Unit 3a: Day 02 Purpose and Proof
		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 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 02 Fact/Opinion T-Chart
		Unit 4: Day 03 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

STRAND / STANDARD /	TN.W.	WRITING STANDARDS
	TN.W.	• Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
		What is Historical Fiction?

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.RW.	Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.RW.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.
LEARNING EXPECTATION	5.W.RW.10.	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. WritingCity Unit 1: Day 02 Ideas Unit 2: Day 07 Scoring with a Rubric Part 1 Unit 2: Day 08 Scoring with a Rubric Part 2 Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 20 Writers Respond Through Opinions Unit 2: Day 21 Read, Reread, Respond, and Score Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3a: Day 06 Where I Live Unit 3a: Day 07 3 Points Unit 3a: Day 08 Revising the End
		 Unit 3b: Day 07 Formal Writing Assessment Unit 3b: Day 08 Writing Strong Conclusions

• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• 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 12
Formal Writing - Part 1
• Unit 6: Day 13
Formal Writing - Part 2
• Unit 6: Day 14
Revising
• Unit 6: Day 15
Editing

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