Main Criteria: Vermont Framework of Standards and Learning Secondary Criteria: WritingCity Subject: Language Arts Grades: K, 1, 2, 3, 4, 5 Correlation Options: Show Correlated

Vermont Framework of Standards and Learning

Language Arts

Grade: **K** - Adopted: **2010**

STANDARD / STRAND	VT.W.K.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is). <u>WritingCity</u> • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 03 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part IV • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>WritingCity</u> • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 04 More Inform Again • 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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what
		happened.
		WritingCity
		• Unit 1: Day 06
		Transitional Writer
		• Unit 2a: Day 01
		Picture Planning
		• Unit 2a: Day 02
		Draw and Write
		Unit 2a: Day 03
		Draw and Write Part 2 • Unit 2a: Day 04
		Draw and Write Part 3
		• Unit 2a: Day 05
		Draw and Write Part 4
		• Unit 2a: Day 06
		Draw and Write Part 5
		• Unit 2a: Day 07
		Draw and Write Part 6 • Unit 2a: Day 08
		Glows and Grows
		• Unit 2a: Day 09
		Find the Glows and Grows
		• Unit 2a: Day 10
		Let's Write
		• Unit 2b: Day 01
		Writing on Your Own
		Unit 2b: Day 02 Sharing Your Writing
		Sharing Your Writing • Unit 2b: Day 03
		Keep On Writing
		• Unit 2b: Day 04
		Write On!
		• Unit 2b: Day 05
		Just Keep Writing
		• Unit 2b: Day 06
		Write? Right! • Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08
		The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall • Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		• Unit 3a: Day 04
		Even More High Frequency Words
		Unit 3a: Day 05 Use Frequency Word Masters
		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

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

		More Topics • Unit 6: Day 09 The Checklist
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <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 The Checklist
STANDARD / STRAND	VT.L.K.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters. 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 5 Unit 2a: Day 08 Glows and Grows Unit 2a: Day 10 Let's Write Unit 2b: Day 02

		Write On!
		• Unit 2b: Day 05
		Just Keep Writing • Unit 2b: Day 06
		Write? Right!
		• Unit 2b: Day 07
		Writers R Us
		• Unit 2b: Day 08 The Checklist
		• Unit 2b: Day 09
		Scoring Writing
		• Unit 3a: Day 01
		Word Wall • Unit 3a: Day 02
		High Frequency Words
		• Unit 3a: Day 03
		More High Frequency Words
		Unit 3a: Day 04 Even More High Frequency Words
		• Unit 3a: Day 05
		High Frequency Word Masters
		• Unit 3a: Day 06
		Time to Write • Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09 The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively • Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05
		Inform Again
		Unit 3b: Day 06 Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08 Even More Sentences
		Unit 3b: Day 09 Formal Writing Assessment
		• Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01
		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems
		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02
		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 03
		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book
		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book Unit 5: Day 04
		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book Unit 5: Day 04 Write a Rhyme
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		 Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 03 Poetry Book Unit 5: Day 04 Write a Rhyme Unit 5: Day 05 Color Words Rhymes Unit 5: Day 06
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GRADE LEVEL L.K.1(c) Word Wall GRADE LEVEL L.K.1(d) Unit 38: Day 02 High Frequency Words • Unit 38: Day 04 EVEN DAY OF High Frequency Words • Unit 38: Day 06 High Frequency Word Masters • Unit 38: Day 06 • Unit 38: Day 06 • Unit 38: Day 07 Find the Words • Unit 38: Day 07 Find the Words • Unit 38: Day 07 Find the Words • Unit 38: Day 08 New Writing Topics • Unit 38: Day 09 The Pronoun "I" • Unit 38: Day 08 Word Masters • Unit 38: Day 08 New Writing Topics • Unit 38: Day 08 Write Informatively • Unit 38: Day 04 Wore Sontences • Unit 38: Day 08 Formal Writing Assessment • Unit 38: Day 08 Formal Writing Assessment • Unit 38: Day 08 WritingCity • Unit 38: Day 08 Brance Writing Topics • Unit 38: Day 08 Writing Topics • Unit 38: Day 08 Writing Topics • Unit 38: Day 08 Even More Sontences • Unit 38: Day 08 WritingCity • Unit 38: Day 08 Wr			
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EXPECTATION what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08	GRADE LEVEL	L K 1(d)	Inderstand and use question words (interrogatives) (e.g. who
WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08	-	E.I. I. I.(U)	
Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08			what, where, when, why, now.
Unit 3b: Day 06 Sentence Types Unit 3b: Day 07 More Sentences Unit 3b: Day 08			WritingCity
Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08			
Unit 3b: Day 07 More Sentences Unit 3b: Day 08			
More Sentences • Unit 3b: Day 08			
• Unit 3b: Day 08			
			More Sentences
Even More Sentences			
			• Unit 3b: Day 08
			• Unit 3b: Day 08 Even More Sentences
			• Unit 3b: Day 08 Even More Sentences • Unit 4: Day 01
• Unit 4: Day 02			 Unit 3b: Day 08 Even More Sentences Unit 4: Day 01 Reasons to Write

ESSENTIAL KNOWLEDGE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.1(f) VT.L.K.	Produce and expand complete sentences in shared language activities. <u>WritingCity</u> • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research Language Standards
GRADE LEVEL EXPECTATION	L.K.1(e)	The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 High Frequency Word Masters • 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
		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

GRADE LEVEL	L.K.2.	Demonstrate command of the conventions of standard English
EXPECTATION /		capitalization, punctuation, and spelling when writing.
KNOWLEDGE AND SKILL		
GRADE LEVEL	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION		
		WritingCity
		Unit 3a: Day 08 New Writing Tenice
		New Writing Topics • Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 01
		Reasons to Write
		• Unit 3b: Day 02
		Informative Writing
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		• Unit 3b: Day 05 Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best • Unit 4: Day 04
		The Best - Part II
		• Unit 4: Day 05
		The Best - Part III
		• Unit 4: Day 06
		The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10 The Checklist
		• Unit 5: Day 01
		Poems, Poems, Poems
		• Unit 5: Day 02
		More, More
		• Unit 5: Day 03
		Poetry Book
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
		• Unit 5: Day 06
		Opposites
		Unit 6: Day 06 More Topics
		• Unit 6: Day 10
		Scoring Research
L		

GRADE LEVEL EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION		WritingCity
		• Unit 3a: Day 06
		Time to Write
		• Unit 3a: Day 07
		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 01
		Reasons to Write
		• Unit 3b: Day 02
		Informative Writing
		• Unit 3b: Day 03
		Write Informatively
		Unit 3b: Day 04 More Information
		• Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 4: Day 01
		Reasons to Write
		• Unit 4: Day 02
		That's Your Opinion
		• Unit 4: Day 03
		The Best
		• Unit 4: Day 04
		The Best - Part II
		• Unit 4: Day 05
		The Best - Part III • Unit 4: Day 06
		The Best - Part IV
		• Unit 4: Day 07
		The Best - Part V
		• Unit 4: Day 08
		Your Favorite
		• Unit 4: Day 09
		State Your Opinion
		• Unit 4: Day 10
		The Checklist
		• Unit 5: Day 01
		Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
		• Unit 6: Day 06
		More Topics
		• Unit 6: Day 10
		Scoring Research
GRADE LEVEL	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds
EXPECTATION	(-)	(phonemes).

	WritingCity
	• Unit 1: Day 01
	Becoming a Writer
	• Unit 1: Day 02
	Pre-Writer
	• Unit 1: Day 03
	Early Writer
	• Unit 1: Day 04
	Emergent Writer
	• Unit 1: Day 05
	Developing Writer
	• Unit 1: Day 06
	Transitional Writer
	• Unit 2a: Day 01
	Picture Planning
	• Unit 2a: Day 02
	Draw and Write
	• Unit 2a: Day 03
	Draw and Write Part 2
	• Unit 2a: Day 04
	Draw and Write Part 3
	• Unit 2a: Day 05
	Draw and Write Part 4
	• Unit 2a: Day 06
	Draw and Write Part 5
	• Unit 2a: Day 07
	Draw and Write Part 6
	• Unit 2a: Day 08
	Glows and Grows
	• Unit 2a: Day 09
	Find the Glows and Grows
	• Unit 2a: Day 10
	Let's Write
	• Unit 2b: Day 01
	Writing on Your Own
	• Unit 2b: Day 02
	Sharing Your Writing
	• Unit 2b: Day 03
	Keep On Writing
	• Unit 2b: Day 04 Write On!
	• Unit 2b: Day 05
	Just Keep Writing
	• Unit 2b: Day 06
	Write? Right!
	• Unit 2b: Day 07
	Writers R Us
	• Unit 2b: Day 08
	The Checklist
	• Unit 2b: Day 09
	Scoring Writing
	• Unit 3a: Day 01
	Word Wall
	• Unit 3a: Day 02
	High Frequency Words
	• Unit 3a: Day 03
	More High Frequency Words
	• Unit 3a: Day 04
	Even More High Frequency Words
	• Unit 3a: Day 05
	High Frequency Word Masters
	• Unit 3a: Day 06
	Time to Write
	• Unit 3a: Day 07
11	

		Find the Words
		• Unit 3a: Day 08
		New Writing Topics
		• Unit 3a: Day 09
		The Pronoun "I"
		• Unit 3a: Day 10
		The Checklist
		• Unit 3b: Day 03
		Write Informatively
		• Unit 3b: Day 04
		More Information
		Unit 3b: Day 05
		Inform Again
		• Unit 3b: Day 06
		Sentence Types
		• Unit 3b: Day 07
		More Sentences
		• Unit 3b: Day 08
		Even More Sentences
		• Unit 3b: Day 09
		Formal Writing Assessment
		• Unit 5: Day 01
		Poems, Poems, Poems
		• Unit 5: Day 02
		More, More, More
		• Unit 5: Day 03
		Poetry Book
		• Unit 5: Day 04
		Write a Rhyme
		• Unit 5: Day 05
		Color Words Rhymes
		• Unit 5: Day 06
		Opposites
GRADE LEVEL	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-
GRADE LEVEL EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound- letter relationships.
-	L.K.2(d)	letter relationships.
-	L.K.2(d)	letter relationships. <u>WritingCity</u>
-	L.K.2(d)	letter relationships.
-	L.K.2(d)	letter relationships. <u>WritingCity</u>
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • Unit 3a: Day 07 Find the Words
-	L.K.2(d)	letter relationships. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08
-	L.K.2(d)	letter relationships. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics
-	L.K.2(d)	letter relationships. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 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
-	L.K.2(d)	letter relationships. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • 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"
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • 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
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • 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
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • 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
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • 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 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
-	L.K.2(d)	letter relationships. <u>WritingCitv</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 Time to Write • 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
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • 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 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
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • 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 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 04
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • 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
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • 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 05 Inform Again
-	L.K.2(d)	letter relationships. WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • 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 05

		 Unit 3b: Day 07 More Sentences Unit 3b: Day 08 Even More Sentences Unit 3b: Day 09 Formal Writing Assessment Unit 5: Day 01 Poems, Poems, Poems Unit 5: Day 02 More, More, More Unit 5: Day 04 Write a Rhyme Unit 6: Day 10 Scoring Research
STANDARD / STRAND	VT.L.K.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <u>WritingCity</u> • Unit 5: Day 06 Opposites

Vermont Framework of Standards and Learning

Language Arts

STANDARD / STRAND	VT.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3(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 07 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 12 Recounting Events • 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
STANDARD / STRAND	VT.W.1.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>WritingCity</u> • 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 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 12 Revising the Assessment Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide 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
		• Unit 3: Day 08 Past Tense Verbs
		• Unit 3: Day 09
		Concluding Statement
		Unit 3: Day 10 Pronouns
		• Unit 3: Day 11
		Sarah Went to the Museum
		• Unit 3: Day 12 Adding a Conclusion
		• Unit 3: Day 13
		Planning the Writing Assessment
		Unit 3: Day 14 Informative/Explanatory Writing
GRADE LEVEL	W.1.3.	Write narratives in which they recount two or more appropriately
EXPECTATION /		sequenced events, include some details regarding what happened,
KNOWLEDGE AND SKILL		use temporal 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
		Assessment Writing
STANDARD / STRAND	VT.W.1.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <u>WritingCity</u> • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 12 Revising the Assessment Writing • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 11 Revising the Assessment Piece • Unit 6: Day 03

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.1.6.	 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 09 Answering the Revising Question Unit 6: Day 10 Editing Checklist With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. WritingCity
		• Unit 6: Day 10 Editing Checklist
STANDARD / STRAND	VT.W.1.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <u>WritingCity</u> • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Asseessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND	VT.L.1.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
		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
GRADE LEVEL EXPECTATION	L.1.1(b)	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
		• Unit 3: Day 03 Nouns • Unit 3: Day 04
		• 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?
GRADE LEVEL EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
		WritingCity • Unit 3: Day 11
		• Unit 3: Day 13

		Planning the Writing Accordingt
		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
GRADE LEVEL EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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
GRADE LEVEL EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). WritingCity • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 6: Day 05 Glows and Grows

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		• Unit 6: Day 07
		Assessment Writing
		• Unit 6: Day 08
		Finishing the Assessment
GRADE LEVEL EXPECTATION	L.1.1(f)	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
		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
GRADE LEVEL	L.1.1(g)	Use frequently occurring conjunctions (e.g., and, but, or, so,
EXPECTATION		because).
		WritingCity
		• Unit 3: Day 12
		Adding a Conclusion
		Unit 3: Day 13 Planning the Writing Accessment
		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
GRADE LEVEL EXPECTATION	L.1.1(h)	Use determiners (e.g., articles, demonstratives).
EAPECIATION		WritingCity
		WritingCity • Unit 6: Day 02
		The "How To" Plan
		• Unit 6: Day 03
		What Will You Need?
GRADE LEVEL EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond,
		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
	11	· · · · · · · · · · · · · · · · · · ·
		The Best Thing to Do With a Friend

		• Unit 4: Day 11 Assessment Writing
GRADE LEVEL EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <u>WritingCity</u> • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND	VT.L.1.	Language Standards
ESSENTIAL KNOWLEDGE	VI.L.I.	Conventions of Standard English
AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2(a)	Capitalize dates and names of people. WritingCity • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 04 Remembering the Focus Skills • Unit 3: Day 04 What is a Fact? • Unit 3: Day 06 Writing to Inform • Unit 3: Day 06 Writing to Inform • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 3: Day 14 Informative/Explanatory Writing • Unit 3: Day 14 Informative/Explanatory Writing • Unit 3: Day 14 Informative/Explanatory Writing

		4 14/-
		4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 02 The "How To" Plan
GRADE LEVEL EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
		 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 Elufficients
		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
GRADE LEVEL EXPECTATION	L.1.2(c)	Use commas in dates and to separate single words in a series. <u>WritingCity</u> • Unit 3: Day 09

		Concluding Statement
		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
GRADE LEVEL EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		WritingCity
		Unit 1: Day 01 Learn More About Writing
		• Unit 1: Day 02
		We Are Writers
		• Unit 1: Day 03 Sound Card Bingo
		• Unit 1: Day 04
		Transitional Writer
		• Unit 1: Day 05
		People and Events Unit 1: Day 06
		Things and Places
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04 The Hook
		• Unit 2a: Day 05
		The Doctor's Office
		Unit 2a: Day 06 Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		Unit 2a: Day 08 Bisture Plan and Write
		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
		The Editing Checklist

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		• Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 10
		Editing Checklist
GRADE LEVEL	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic
EXPECTATION		awareness and spelling conventions.
		WritingCity
		• Unit 1: Day 01
		Learn More About Writing
		• Unit 1: Day 02
		We Are Writers
		• Unit 1: Day 03
		Sound Card Bingo
		• Unit 1: Day 04
		Transitional Writer
		• Unit 1: Day 05
		People and Events
		• Unit 1: Day 06
		Things and Places
		• Unit 2a: Day 03
		Topics and Planning
		• Unit 2a: Day 04
		The Hook • Unit 2a: Day 05
		The Doctor's Office
		Unit 2a: Day 06
		Think About Spacing
		• Unit 2a: Day 07
		Including Characters
		• Unit 2a: Day 08
		Picture, Plan and Write
		• Unit 2a: Day 12
		Recounting Events
		• Unit 2a: Day 13
		The Checklist
		• Unit 2a: Day 14
		Score with a Rubric
		• Unit 2b: Day 03
		Thinking about Spelling
		Unit 2b: Day 04
		Remembering End Punctuation
		• Unit 2b: Day 05
		Fluffy the Cat
		• Unit 2b: Day 06
		Nouns
		• Unit 2b: Day 07
		Glows and Grows
		• Unit 2b: Day 14
		Remembering the Focus Skills
		• Unit 5: Day 07
		Editing
		• Unit 5: Day 08
		The Editing Checklist
		• Unit 5: Day 09
		Peer Editing
		• Unit 5: Day 12
		Using the Checklist
		• Unit 6: Day 10
		Editing Checklist
STANDARD / STRAND	VT.L.1.	Language Standards

ESSENTIAL KNOWLEDGE		Vocabulary Acquisition and Use
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy). <u>WritingCity</u> • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
GRADE LEVEL EXPECTATION	L.1.5(d)	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. <u>WritingCity</u> • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND	VT.L.1.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <u>WritingCity</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing

Vermont Framework of Standards and Learning

Language Arts

Grade: 2 - Adopted: 2010

STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.WritingCity • Unit 4: Day 01

Facts and Opinions • Unit 4: Day 02 Linking Words • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist	
Linking Words • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04	
Reflexive Pronouns • Unit 4: Day 04	1
• Unit 4: Day 04	
Revising and Editing with a Checklist	
• Unit 4: Day 05	
Peer Revising	
• Unit 4: Day 07	
Planning	
• Unit 4: Day 08	
Contractions	
• Unit 4: Day 09	
Revising and Editing • Unit 4: Day 10	
Writing a Letter	
• Unit 4: Day 11	
Formal Writing Assessment: Planning	
• Unit 4: Day 12	
Formal Writing Assessment	
• Unit 4: Day 13	
Formal Writing Assessment: Revising and Editing	
GRADE LEVEL W.2.2. Write informative/explanatory texts in which they introduce a	topic,
EXPECTATION / use facts and definitions to develop points, and provide a	
KNOWLEDGE AND SKILL concluding statement or section.	
WritingCity	
• Unit 3a: Day 01	
Introducing the 2 Paragraph Planning Sheet	
• Unit 3a: Day 02	
Plural Nouns	
• Unit 3a: Day 03	
2 Paragraph Planning • Unit 3a: Day 04	
Writing 2 Paragraphs	
• Unit 3a: Day 05	
Revising to Add Adjectives and Adverbs	
• Unit 3a: Day 06	
Revising Checklist	
• Unit 3a: Day 07	
Glows and Grows • Unit 3a: Day 08	
Write Informative Text Part 1	
• Unit 3a: Day 09	
Write Informative Text Part 2	
• Unit 3a: Day 10	
Revising Checklist	
• Unit 3a: Day 11	
Formal Writing Assessment: Plan Unit 3a: Day 12 	
Formal Writing Assessment	
• Unit 3b: Day 01	
Facts and Opinions	
• Unit 3b: Day 02	
Defining Nouns	
Unit 3b: Day 03 Defining Nource Part 2	
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 Earmal Writing Accessment: Povising and Editing
		Formal Writing Assessment: Revising and Editing Unit 3b: Day 17
		Formal Writing Assessment: Publishing
		• Unit 6: Day 06
		4 Paragraph Planning SheetPart 1
		• Unit 6: Day 07
		4 Paragraph Planning SheetPart 2
		• Unit 6: Day 08
		Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
GRADE LEVEL	W.2.3.	Write narratives in which they recount a well-elaborated event or
EXPECTATION /		short sequence of events, include details to describe actions,
KNOWLEDGE AND SKILL		thoughts, and feelings, use temporal words to signal event order,
		and provide a sense of closure.
		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 Tance and Using Plural Nouna
		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
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE		Production and Distribution of Writing
AND SKILL / STANDARD		
GRADE LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic
EXPECTATION /		and strengthen writing as needed by revising and editing.
KNOWLEDGE AND SKILL		and offenginen writing to needed by revising and calling.
		WritingCity
		• Unit 1: Day 01
		Getting Ready to Write: Topics
		• Unit 2: Day 05
		Narrative Writing: Revising by Adding Details
		• Unit 3a: Day 01
		Introducing the 2 Paragraph Planning Sheet
		• Unit 3a: Day 02
		Plural Nouns
		• Unit 3a: Day 03
		2 Paragraph Planning
		• Unit 3a: Day 04
		Writing 2 Paragraphs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs
		• Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 07
		Glows and Grows
		• Unit 3a: Day 08
		Write Informative Text Part 1
		• Unit 3a: Day 09
		Write Informative Text Part 2
		• Unit 3a: Day 10
		Revising Checklist
		• Unit 3a: Day 11
		Formal Writing Assessment: Plan
		• Unit 3a: Day 12
		Formal Writing Assessment
		• Unit 3a: Day 13
		Scoring with a Rubric
		• 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 08
		Revising with a Checklist
		• Unit 3b: Day 09

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	Planning
	• Unit 3b: Day 10
	Writing 2 Paragraphs
	• Unit 3b: Day 11
	Editing
	• 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 16
	Formal Writing Assessment: Scoring
	• Unit 3b: Day 17
	Formal Writing Assessment: Publishing
	• Unit 4: Day 01
	Facts and Opinions
	• Unit 4: Day 02
	Linking Words • Unit 4: Day 03
	Reflexive Pronouns
	• Unit 4: Day 04
	Revising and Editing with a Checklist
	• Unit 4: Day 05
	Peer Revising
	• Unit 4: Day 07
	Planning
	• Unit 4: Day 08
	Contractions
	• Unit 4: Day 09
	Revising and Editing
	• Unit 4: Day 10
	Writing a Letter
	• Unit 4: Day 11
	Formal Writing Assessment: Planning
	• Unit 4: Day 12
	Formal Writing Assessment
	• Unit 4: Day 13
	Formal Writing Assessment: Revising and Editing
	• Unit 4: Day 15
	Formal Writing Assessment: Scoring with a Rubric
	Unit 5: Day 07
	Revising to Add Adjectives and Details
	• Unit 5: Day 08
	Peer Revision • Unit 5: Day 11
	Formal Writing Assessment: Revising
	• Unit 5: Day 12
	Using Temporal Words
	• Unit 6: Day 06
	4 Paragraph Planning SheetPart 1
	• Unit 6: Day 07
	4 Paragraph Planning SheetPart 2
	• Unit 6: Day 08
	Formal Writing Assessment Part 1
	• Unit 6: Day 09
	Formal Writing Assessment Part 2
	• Unit 6: Day 10
	Formal Writing Assessment: Revising and Editing
	• Unit 6: Day 11
	Formal Writing Assessment: Scoring with a Rubric

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>WritingCitv</u> • Unit 4: Day 06 Publishing • Unit 4: Day 14 Formal Writing Assessment: Publishing • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric • Unit 6: Day 12 Formal Writing Assessment: Publishing
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.W.2.	Writing Standards
AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <u>WritingCitv</u> • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning SheetPart 1 • Unit 6: Day 07 4 Paragraph Planning SheetPart 2
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.2.8.	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 19 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 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning SheetPart 1

		Unit 6: Day 07 A Paragraph Planning SheetPart 2
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group). <u>WritingCity</u> • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 6: Day 02 Collective Nouns • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 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
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves). WritingCity • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 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

GRADE LEVEL EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
		WritingCity • Unit 2: Day 02
		Narrative Writing: Past Tense Verbs
		Unit 2: Day 03 Norreting Writing: Paview Feaux Skills
		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
GRADE LEVEL EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
		WritingCity
		• Unit 1: Day 04
		Traits: Voice • Unit 2: Day 07
		Narrative Writing: Adjectives and Adverbs
		• Unit 3a: Day 05
		Revising to Add Adjectives and Adverbs Unit 3a: Day 06
		Revising Checklist
		• Unit 3a: Day 09
		Write Informative Text Part 2
		Unit 3a: Day 12 Formal Writing Assessment
		• Unit 5: Day 05
		Adjectives
		• Unit 5: Day 06 Possessive and Plural Nouns
		• Unit 5: Day 07
		Revising to Add Adjectives and Details
		Unit 5: Day 09 Formal Writing Assessment: Planning
		• Unit 5: Day 10
		Formal Writing Assessment
		Unit 6: Day 03 Adjectives
		• Unit 6: Day 04
		Alliteration with Adjectives & Adverbs
		Unit 6: Day 08 Formal Writing Assessment Part 1
		• Unit 6: Day 09
		Formal Writing Assessment Part 2
		 Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
GRADE LEVEL	L.2.1(f)	Produce, expand, and rearrange complete simple and compound
EXPECTATION	L.2. (()	sentences (e.g., The boy watched the movie; The little boy watched
		the movie; The action movie was watched by the little boy).
		WritingCity
		Unit 1: Day 05 Traits: Sentence Fluency
		• Unit 2: Day 04
L		· · · · · · · · · · · · · · · · · · ·

		Narrative Writing: Revising for Sentence Fluency • Unit 3a: Day 07 Glows and Grows • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 3b: Day 05 Varying Sentences • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 3b: Day 10 Writing 2 Paragraphs • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing
GRADE LEVEL EXPECTATION	L.2.2(b)	Use commas in greetings and closings of letters. <u>WritingCity</u> • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing
GRADE LEVEL EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1

		a Unit 2au Day 00
		 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 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 01
		Formal Writing Assessment
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
		WritingCity• Unit 1: Day 07Traits: Conventions• Unit 2: Day 08Narrative Writing: Temporal Words Day 1• Unit 3b: Day 15Formal Writing Assessment: Revising and Editing• Unit 5: Day 04Writing in the Past Tense and Using Plural Nouns• Unit 5: Day 06Possessive and Plural Nouns
GRADE LEVEL EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		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
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.L.2.	Language Standards
AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.4.	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.
GRADE LEVEL EXPECTATION	L.2.4(e)	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		WritingCity • Unit 3b: Day 02

	Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02
	Collective Nouns

Vermont Framework of Standards and Learning

Language Arts

Grade: 3 - Adopted: 2010

STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>WritingCity</u> • 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
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.2.	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. <u>WritingCity</u> • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <u>WritingCity</u> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. WritingCity

	1	Unit 5. Day 40
		 Unit 5: Day 19 Responses to Text: Comparing Morals Unit 5: Day 20 Responses to Text: Comparing Morals
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters. <u>WritingCity</u> • Unit 2: Day 18
		Writers Respond to Questions and Prompts
STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>WritingCity</u> • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 18 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>WritingCity</u> • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17

		Scoring a Response • Unit 3b: Day 18
		Scoring a Response
		• Unit 4: Day 12 Bespense to Taxt. A Taste of Two
		Response to Text- A Taste of Two • Unit 4: Day 13
		Response to Text- Comparing Two Texts
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL	RI.3.4.	Determine the meaning of general academic and domain-specific
EXPECTATION /		words and phrases in a text relevant to a grade 3 topic or subject area.
KNOWLEDGE AND SKILL		died.
		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
	DI 2.5	
GRADE LEVEL EXPECTATION /	RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic
KNOWLEDGE AND SKILL		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
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.RI.3.	Reading Standards for Informational Text Integration of Knowledge and Ideas
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION /	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs)
KNOWLEDGE AND SKILL		and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		WritingCity
		• Unit 3b: Day 15
		3-2-1- Highlight! • Unit 3b: Day 16
		Vocabulary in a Text
GRADE LEVEL	RI.3.8.	Describe the logical connection between particular sentences and
EXPECTATION / KNOWLEDGE AND SKILL		paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		WritingCity
		Unit 4: Day 12 Bespanse to Text. A Testa of Two
		Response to Text- A Taste of Two
GRADE LEVEL EXPECTATION /	RI.3.9.	Compare and contrast the most important points and key details
KNOWLEDGE AND SKILL		presented in two texts on the same topic.
		WritingCity
<u>.</u>		

		Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE	V1.1(1.5.	Range of Reading and Level of Text Complexity
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <u>WritingCity</u> • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
GRADE LEVEL EXPECTATION	W.3.1(a)	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <u>WritingCity</u> • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 05 Mini Stories Support Your Thesis • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment

		• Unit 4: Day 10 Revising
GRADE LEVEL EXPECTATION	W.3.1(c)	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <u>WritingCity</u> • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
GRADE LEVEL EXPECTATION	W.3.1(d)	Provide a concluding statement or section. <u>WritingCity</u> • 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
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 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 05 Introductions and Topic Sentences • Unit 3a: Day 06 Paragraphs and Linking Words • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 02 Becoming Experts • Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment

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			Revising with A.R.M.S
			Revising with A.R.M.S • Unit 6: Day 01

		 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 S 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
GRADE LEVEL EXPECTATION	W.3.2(c)	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
		WritingCity• Unit 3a: Day 06Paragraphs and Linking Words• Unit 3a: Day 07Wrap-Up Conclusions• Unit 3a: Day 08Score and Organize• Unit 3a: Day 11Special Place• Unit 3a: Day 12Revising with A.R.M.S.• Unit 3b: Day 04Linking and Transition Words• Unit 3b: Day 10Formal Writing Assessment• Unit 6: Day 10Planning Continued• Unit 6: Day 11Just Keep Writing• Unit 6: Day 14Scoring with a Rubric
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section. 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

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		Formal Writing Assessment
		• Unit 3b: Day 11
		Revising with A.R.M.S
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL	W.3.3(a)	Establish a situation and introduce a narrator and/or characters;
EXPECTATION	W.3.3(a)	organize an event sequence that unfolds naturally.
		WritingCity • Unit 1: Day 02 6 Traits: Ideas
		• Unit 1: Day 03 6 Traits: Organization
		Unit 2: Day 04 Using Dialogue to Develop Characters
		 Unit 2: Day 05 Sequencing and Linking Words Unit 2: Day 06
		• Unit 2: Day 00 Writing with Emotion • Unit 2: Day 07
		Writing the Whole Story • Unit 2: Day 08
		Planning • Unit 2: Day 09
		How to Bait a Reader • Unit 2: Day 10 Catchy Closures
		Unit 2: Day 12 Writing From Experience
		• Unit 2: Day 14 RevisingGlows and Grows
		 Unit 5: Day 02 What is a Fable? Unit 5: Day 03
		• 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
GRADE LEVEL EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
		WritingCity • Unit 1: Day 02 6 Traits: Ideas
		• Unit 1: Day 04 6 Traits: Voice
		• Unit 2: Day 02 Adverbs
		• Unit 2: Day 03

		Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 5: 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 Pavision Eables
		Revising Fables
GRADE LEVEL EXPECTATION	W.3.3(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 09 How to Bait a Reader • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 03 Planning • Unit 5: Day 04 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 03 Planning Wheels • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment
GRADE LEVEL EXPECTATION	W.3.3(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 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
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (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 03 6 Traits: Organization • Unit 1: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising-Glows and Grows • Unit 2: Day 14 Revising-Glows and Grows • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 21 Read, Reread, Respond and Score • Unit 3: Day 21 Read Reread Respond and Score • Unit 3: Day 21 Read Reread Respond and Score • Unit 3: Day 21 Read Reread Respo

• Unit 3b: Day 10
Formal Writing Assessment
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 01
Persuasion Game
• Unit 4: Day 02
What is Opinion Writing?
• Unit 4: Day 04
What's Your Opinion?
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 06
Mini Stories Support Your Thesis
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 08
Introductions, Conclusions, & Student Planning
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing and Scoring
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 02
What is a Fable?
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 07
Fable Beginnings • Unit 5: Day 08
Fable Planning: Talk it Out
• Unit 5: Day 09 Linking and Transition Words
• Unit 5: Day 10 Bossossivos and Plurals, Ob Myl
Possessives and Plurals, Oh My!
• Unit 5: Day 11 Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
• Unit 5: Day 13
Score, Plan, & Write! • Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 19
Responses to Text: Comparing Morals
• Unit 5: Day 20
Responses to Text: Comparing Morals
• Unit 6: Day 06
Guided Notes Journal
• Unit 6: Day 07
Glows and Grows
• Unit 6: Day 08
5 Square Planning Sheet
• Unit 6: Day 10
Ready, Set, Write!
• Unit 6: Day 11

		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses
		• Unit 6: Day 14
		Scoring with a Rubric
GRADE LEVEL EXPECTATION /	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
KNOWLEDGE AND SKILL		
		WritingCity
		• Unit 1: Day 01
		Getting Ready to Write: Topics
		Unit 1: Day 08 Conting Deads for Writing
		Getting Ready for Writing
		Unit 2: Day 07 Writing the Whole Story
		• Unit 2: Day 08
		Planning
		• Unit 2: Day 09
		How to Bait a Reader
		• Unit 2: Day 11
		The 6 Traits Rubric
		• Unit 2: Day 12
		Writing From Experience
		• Unit 2: Day 13
		Scoring with a Rubric
		Unit 2: Day 15
		EditingGlows and Grows Unit 2: Day 16
		Intro to Response Writing
		• Unit 2: Day 17
		Off to the RACES
		• Unit 2: Day 18
		Writers Respond to Questions and Prompts
		• Unit 2: Day 19
		Using the Checklist
		• Unit 2: Day 20
		Read, Reread, Respond and Score
		Unit 2: Day 21
		Read, Reread, Respond and Score
		• Unit 3a: Day 03 Narrative vs. Non-Narrative
		• Unit 3a: Day 04
		Voice
		• Unit 3a: Day 05
		Introductions and Topic Sentences
		• Unit 3a: Day 09
		Score and Brainstorm
		• Unit 3a: Day 10
		Teacher Modeling and Planning
		• Unit 3a: Day 12
		Revising with A.R.M.S.
		• Unit 3a: Day 13
		Editing and Scoring • Unit 3b: Day 04
		Linking and Transition Words
		• Unit 3b: Day 09
		Planning Sheets
		• Unit 3b: Day 11
		Revising with A.R.M.S
		• Unit 3b: Day 12
		Editing Checklist
		• Unit 3b: Day 13
		Scoring Our Writing

• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 05
5 Square Organizer
• Unit 4: Day 10
Revising
Unit 4: Day 11
Editing and Scoring • Unit 4: Day 12
Response to Text- A Taste of Two • Unit 4: Day 13
Response to Text- Comparing Two Texts
• Unit 4: Day 14
Response to Text- A Persuasive Letter
• Unit 5: Day 03
Planning Wheels
• Unit 5: Day 04
Fables and Focus
• Unit 5: Day 05
Action Words
• Unit 5: Day 06
Moral of the Lesson
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 08
Fable Planning: Talk it Out
• Unit 5: Day 10
Possessives and Plurals, Oh My!
• Unit 5: Day 11
Editing for Capitals
• Unit 5: Day 12
Score, Plan, & Talk!
Unit 5: Day 13
Score, Plan, & Write!
Unit 5: Day 14 Earmal Writing Accordment
Formal Writing Assessment Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables
• Unit 5: Day 17
Editing Fables
• Unit 5: Day 19
Responses to Text: Comparing Morals
• Unit 5: Day 20
Responses to Text: Comparing Morals
• Unit 6: Day 01
Start by Choosing a Topic
• Unit 6: Day 06
Guided Notes Journal
• Unit 6: Day 07
Glows and Grows
Unit 6: Day 08 Severe Blancing Cheet
5 Square Planning Sheet
• Unit 6: Day 12 Revising Fore
Revising Ears
• Unit 6: Day 13 Editing Glasses
• Unit 6: Day 14
Scoring with a Rubric
• Unit 6: Day 16
Reflection and Celebration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <u>WritingCity</u> Unit 6: Day 15 Publishing with Technology
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.7.	Conduct short research projects that build knowledge about a topic. WritingCity • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>WritingCity</u> • Unit 3b: Day 14 Nonfiction Text Feature • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06

STANDARD / STRAND	VT.W.3.	Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 14 Scoring with a Rubric Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	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 discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 13 Editing-Glows and Grows • Unit 2: Day 15 Editing-Glows and Grows • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 3: Day 21 Read, Reread, Respond and Score • Unit 3: Day 20 Read, Reread, Respond and Score • Unit 3: Day 20 Read, Reread, Respond and Score • Unit 3: Day 20 Read, Reread, Respond and Score • Unit 3: Day 20 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 04 Voice • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S.

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

		Editing Fables • Unit 5: Day 19
		Responses to Text: Comparing Morals
		• Unit 5: Day 20
		Responses to Text: Comparing Morals
		• Unit 6: Day 01
		Start by Choosing a Topic
		• Unit 6: Day 02
		Searching the Internet
		• Unit 6: Day 03 Ready, Set, Highlight
		• Unit 6: Day 04
		Guided Notes Journal
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Notes Journal
		• Unit 6: Day 07
		Glows and Grows Unit 6: Day 08
		5 Square Planning Sheet
		• Unit 6: Day 10
		Ready, Set, Write!
		• Unit 6: Day 11
		Just Keep Writing
		• Unit 6: Day 12
		Revising Ears
		• Unit 6: Day 13
		Editing Glasses • Unit 6: Day 14
		Scoring with a Rubric
		• Unit 6: Day 16
		Reflection and Celebration
STANDARD / STRAND	VT.L.3.	Language Standards
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.L.3.	Language Standards Conventions of Standard English
	VT.L.3.	
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL	VT.L.3.	Conventions of Standard English Demonstrate command of the conventions of standard English
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION /		Conventions of Standard English
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION /		Conventions of Standard English Demonstrate command of the conventions of standard English
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • Unit 2: Day 02 Adverbs
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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?
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Real Narrative • 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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions 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 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

		Formal Writing Accomment
		Formal Writing Assessment Unit 5: Day 16
		Revising Fables • Unit 5: Day 17
		Editing Fables
GRADE LEVEL EXPECTATION	L.3.1(b)	Form and use regular and irregular plural nouns.
		WritingCity
		• 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
GRADE LEVEL EXPECTATION	L.3.1(c)	Use abstract nouns (e.g., childhood).
		WritingCity • Unit 1: Day 07
		6 Traits: Conventions
		• Unit 2: Day 01 Real Narrative
		• Unit 6: Day 09
		Planning Continued
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
		WritingCity
		• Unit 5: Day 04 Fables and Focus
		• Unit 5: Day 05
		Action Words
GRADE LEVEL EXPECTATION	L.3.1(e)	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		WritingCity
		• Unit 1: Day 07 6 Traits: Conventions
		Unit 2: Day 14
		RevisingGlows and Grows • Unit 5: Day 04
		Fables and Focus
GRADE LEVEL EXPECTATION	L.3.1(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
GRADE LEVEL EXPECTATION	L.3.1(g)	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		WritingCity
		Unit 3b: Day 05 Voice and Word Choice
		• Unit 3b: Day 08
		Uno, Dos, Traits

GRADE LEVEL EXPECTATION	L.3.1(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
GRADE LEVEL EXPECTATION	L.3.1(i)	Produce simple, compound, and complex sentences. WritingCity • 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
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles. <u>WritingCity</u> • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk!

		• Unit 5: Day 17
		Editing Fables
GRADE LEVEL EXPECTATION	L.3.2(b)	Use commas in addresses.
		WritingCity • Unit 3b: Day 01
		Becoming Authorities
GRADE LEVEL EXPECTATION	L.3.2(c)	Use commas and quotation marks in dialogue.
		WritingCity
		• Unit 1: Day 02 6 Traits: Ideas
		Unit 1: Day 04 Traite: Value
		6 Traits: Voice • Unit 2: Day 02
		Adverbs
		• Unit 2: Day 03 Dialogue=Detail
		• Unit 2: Day 04
		Using Dialogue to Develop Characters Unit 2: Day 06
		Writing with Emotion
		Unit 2: Day 14 RevisingGlows and Grows
		• Unit 3a: Day 04
		Voice • Unit 5: Day 02
		What is a Fable?
		Unit 5: Day 04 Fables and Focus
		• Unit 5: Day 06
		Moral of the Lesson • Unit 5: Day 14
		Formal Writing Assessment
		Unit 5: Day 15 Scoring Fables
		• Unit 5: Day 16
		Revising Fables • Unit 5: Day 17
		Editing Fables
	L.3.2(d)	Form and use possessives.
EXPECTATION		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
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		WritingCity
		Unit 1: Day 07 Traits: Conventions
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		 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
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 EditingGlows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
GRADE LEVEL EXPECTATION	L.3.2(g)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <u>WritingCity</u> • 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
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect. <u>WritingCity</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 RevisingGlows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06

		La face de la composición de
		Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 09 Formal Writing Assessment • Unit 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
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(d)	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(c)	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <u>WritingCity</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g.,

After dinner that night we went looking for them).
WritingCity
• Unit 2: Day 06
Writing with Emotion
• Unit 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 16
Vocabulary in a Text
• Unit 3b: Day 17
Scoring a Response
• Unit 3b: Day 18
Scoring a Response
• Unit 4: Day 07
Uno, Dos, Traits: Scoring with Rubric
• Unit 4: Day 09
Formal Writing Assessment
• Unit 4: Day 10
Revising
• Unit 4: Day 12
Response to Text- A Taste of Two
• Unit 5: Day 05
Action Words
• Unit 5: Day 07
Fable Beginnings
• Unit 5: Day 14
Formal Writing Assessment
• Unit 5: Day 15
Scoring Fables
• Unit 5: Day 16
Revising Fables

Vermont Framework of Standards and Learning

Language Arts

Grade: 4 - Adopted: 2010

STANDARD / STRAND VT	T.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18

Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 12 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 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 13 Compare and Contrast
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 ContrastGRADE LEVELRL.4.3.Describe in depth a character, setting, or event in a story or drama,
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 ContrastGRADE LEVELRL.4.3.Describe in depth a character, setting, or event in a story or drama,
• 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 ContrastGRADE LEVELRL.4.3.Describe in depth a character, setting, or event in a story or drama,
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 ContrastGRADE LEVELRL.4.3.Describe in depth a character, setting, or event in a story or drama,
• 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 GRADE LEVEL RL.4.3.
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 GRADE LEVEL RL.4.3.
• 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 GRADE LEVEL RL.4.3.
• 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 GRADE LEVEL RL.4.3.
Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast GRADE LEVEL RL.4.3.
Response to Text • Unit 5: Day 13 Compare and Contrast GRADE LEVEL RL.4.3. Describe in depth a character, setting, or event in a story or drama,
• Unit 5: Day 13 Compare and Contrast GRADE LEVEL RL.4.3. Describe in depth a character, setting, or event in a story or drama,
Compare and Contrast GRADE LEVEL RL.4.3. Describe in depth a character, setting, or event in a story or drama,
GRADE LEVEL RL.4.3. Describe in depth a character, setting, or event in a story or drama,
EXPECTATION / drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
WritingCity
• Unit 2: Day 16
Intro to Response to Text
Unit 2: Day 17
Ways Writers Respond to Reading • Unit 2: Day 18
Writers Respond to Questions & Prompts
• Unit 2: Day 19
Writers Respond Through Opinions
• Unit 2: Day 20
Read, Reread and Respond • Unit 2: Day 21
Reread, Respond and Score
• Unit 3b: Day 15
Response Writing and Text Features
Unit 3b: Day 17 Nonfiction Choice Cards
• Unit 4: Day 12
Response to Text - Idea Swap
• Unit 4: Day 13
Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05
Dialogue and Punctuation
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast
STANDARD / STRAND VT.RL.4. Reading Standards for Literature
ESSENTIAL KNOWLEDGE Craft and Structure AND SKILL / STANDARD
GRADE LEVEL RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
WritingCity
• Unit 5: Day 13
Compare and Contrast
STANDARD / STRAND VT.RL.4. Reading Standards for Literature
ESSENTIAL KNOWLEDGE Integration of Knowledge and Ideas AND SKILL / STANDARD

GRADE LEVEL	RL.4.9.	Compare and contrast the treatment of similar themes and topics
EXPECTATION / KNOWLEDGE AND SKILL		(e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		WritingCity • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		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
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.RI.4.	Reading Standards for Informational Text Key Ideas and Details
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 17 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 07 Finishing the Journal
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>WritingCity</u> • Unit 2: Day 16

		Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STANDARD / STRAND	VT.RI.4.	
STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	VT.R.4.	Reading Standards for Informational Text Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19

STANDARD / STRAND	VT.RI.4.	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 Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <u>WritingCity</u> • Unit 3b: Day 15 Response Writing and Text Features
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	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 17 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 07 Finishing the Journal
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <u>WritingCity</u> • 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 de Dour d'A
		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
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE	VT.N.4.	Range of Reading and Level of Text Complexity
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity
		• Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19
		Nonfiction Response and Score- Day 2 • Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
STANDARD / STRAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-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
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
GRADE LEVEL EXPECTATION	W.4.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <u>WritingCity</u> • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 03 4 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
GRADE LEVEL EXPECTATION	W.4.1(c)	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <u>WritingCity</u> • 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
GRADE LEVEL EXPECTATION	W.4.1(d)	Provide a concluding statement or section related to the opinion presented. <u>WritingCity</u> • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 02 5 Square • Unit 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 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 03

		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
GRADE LEVEL	W.4.2(b)	Develop the topic with facts, definitions, concrete details,
EXPECTATION		quotations, or other information and examples related to the topic.
		· · · · ·
		WritingCity
		• Unit 3a: Day 02
		5 Square
		• Unit 3a: Day 03
		Using the Planning Sheet
		• Unit 3a: Day 04
		Formal Writing
		• Unit 3b: Day 03
		Definitions
		• Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		• Unit 3b: Day 10
		Formal Writing
		• Unit 3b: Day 11
		Verbs, Verbs, Verbs!
		Verbs, Verbs, Verbs! • Unit 3b: Day 12
		• Unit 3b: Day 12
		• Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 01
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight!
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued
		 Unit 3b: Day 12 Revising with A.R.M.S. Unit 6: Day 01 Start by Choosing a Topic Unit 6: Day 02 Searching the Internet Unit 6: Day 03 Ready, Set, Highlight! Unit 6: Day 04 Guided Note-Taking Journal - Part 1 Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal Unit 6: Day 08 Glows and Grows Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10

		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
GRADE LEVEL EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
		WritingCity
		• Unit 3a: Day 04 Formal Writing
		• Unit 3b: Day 04
		Linking Words
		Unit 3b: Day 05 Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		Unit 3b: Day 07 Writing Strong Conclusions
		Writing Strong Conclusions Unit 3b: Day 10
		Formal Writing
		Unit 3b: Day 11 Variation Variation
		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
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		WritingCity
		• Unit 3a: Day 04
		Formal Writing • Unit 3a: Day 07
		Glows and Grows - Part 2
		• Unit 3b: Day 03
		Definitions • Unit 3b: Day 05
		Focus Skill Writing
		• Unit 3b: Day 06
		Domain-Specific Vocabulary
		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
GRADE LEVEL	W.4.2(e)	Provide a concluding statement or section related to the
EXPECTATION	(,)	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
		5 Square Paragraphs
		Unit 3b: Day 07 Writing Strong Conclusions
		• Unit 3b: Day 12
		Revising with A.R.M.S.
		• Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events
EXPECTATION / KNOWLEDGE AND SKILL		using effective technique, descriptive details, and clear event sequences.
KNOWLEDGE AND SKILL		Sequences.
GRADE LEVEL	W 4 3(a)	•
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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?
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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
-	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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
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EXPECTATION		Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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
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EXPECTATION GRADE LEVEL		Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <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 Use dialogue and description to develop experiences and events or show the responses of characters to situations. <u>WritingCity</u>
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EXPECTATION GRADE LEVEL		Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCitv</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 Use dialogue and description to develop experiences and events or show the responses of characters to situations. <u>WritingCity</u> • Unit 1: Day 03

		 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 09 Scoring With A Rubric - Part 1 Unit 2: Day 10 Scoring With A Rubric - Part 2 Unit 2: Day 12 Formal Writing Unit 3b: Day 08 Revising 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 05 Dialogue and Punctuation Unit 5: Day 08 Unit 5: Day 08 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
GRADE LEVEL EXPECTATION	W.4.3(c)	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 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
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • 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 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2
		 Unit 2: Day 12 Formal Writing Unit 5: Day 01 What is a Legend? Unit 5: Day 02
		Descriptive Words and Progressive Verb Tenses • 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 08 Check-in and Write! Unit 5: Day 10 Compare Characters
GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • 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
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>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 11 Planning • Unit 2: Day 12

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

		• Unit 5: Day 12
		Response to Text
		• Unit 5: Day 13
		Compare and Contrast
		• Unit 6: Day 01
		Start by Choosing a Topic
		Unit 6: Day 02 Searching the Internet
		• Unit 6: Day 03
		Ready, Set, Highlight!
		• Unit 6: Day 04
		Guided Note-Taking Journal - Part 1
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09 Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
GRADE LEVEL	W.4.5.	With guidance and support from peers and adults, develop and
EXPECTATION /		strengthen writing as needed by planning, revising, and editing.
KNOWLEDGE AND SKILL		
KNOWLEDGE AND SKILL		WritingCity
KNOWLEDGE AND SKILL		• Unit 1: Day 01
KNOWLEDGE AND SKILL		• Unit 1: Day 01 Topics I Can Write About
KNOWLEDGE AND SKILL		• Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21
KNOWLEDGE AND SKILL		 Unit 1: Day 01 Topics I Can Write About Unit 2: Day 03 Honoring Good Writing With Revision Unit 2: Day 05 Transitioning Smoothly Unit 2: Day 06 A Character's Voice Unit 2: Day 07 The Conventions of Dialogue Unit 2: Day 11 Planning Unit 2: Day 13 Scoring Your Own Writing Unit 2: Day 14 Revising and Editing Unit 2: Day 15 Scoring Your Own Writing Unit 2: Day 16 Intro to Response to Text Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond

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

		 Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Unit 6: Day 14 Formal Writing: Research Piece - Part 2 Unit 6: Day 15 Editing Glasses Unit 6: Day 16 Technology Publishing Unit 6: Day 17 Finishing the Race!
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <u>WritingCity</u> • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.W.4.	Writing Standards Research to Build and Present Knowledge
AND SKILL / STANDARD		Research to build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>WritingCitv</u> • 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
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing

		 Unit 6: Day 06 Guided Note-Taking Journal - Part 2 Unit 6: Day 07 Finishing the Journal
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text
		 Unit 2: Day 17 Ways Writers Respond to Reading Unit 2: Day 18 Writers Respond to Questions & Prompts
		Unit 2: Day 19 Writers Respond Through Opinions Unit 2: Day 20 Read, Reread and Respond Unit 2: Day 21
		Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 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
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
		WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02
		What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1

STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.W.4.	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 Writing Standards Range of Writing
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	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 discipline-specific tasks, purposes, and audiences. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 06 A Character's Voice • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 18 Writers Respond to Reading • 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 3: Day 03 Using the Planning Sheet • Unit 3: Day 05 Reworking Conclusions • Unit 3: Day 05 Reworking Conclusions • Unit 3: Day 05 Reworking Conclusions • Unit 3: Day 07 Glows and Grows - Part 1 • Unit 3: Day 08 Revising Strong Leads • Unit 3: Day 09

Revising for Similes and Sensory Details
• Unit 3a: Day 10
Editing With A Checklist
• Unit 3b: Day 01
Technological Innovations
• Unit 3b: Day 02
5 Square Paragraphs
• Unit 3b: Day 08
Revising
• Unit 3b: Day 09
Scoring Practice
• Unit 3b: Day 10
Formal Writing
• Unit 3b: Day 11
Verbs, Verbs, Verbs!
• Unit 3b: Day 12 Povicing with A P M S
Revising with A.R.M.S. • Unit 3b: Day 13
Editing
• Unit 3b: Day 14
Time to Reflect
• Unit 4: Day 03
5 Square Paragraph Planning
• Unit 4: Day 04
Let the Planning Begin!
• Unit 4: Day 05
Opinions, Transitions, and Leads, Oh My!
• Unit 4: Day 06
Analyzing the Student Sample
• Unit 4: Day 09
Revising Ears
• Unit 4: Day 10
Editing Glasses
• Unit 4: Day 11
Scoring Our Writing
Unit 4: Day 12
Response to Text - Idea Swap
Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1
• Unit 4: Day 14
Response to Text - Persuasive Letter - Part 2
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 5: Day 08
Check-in and Write!
• Unit 5: Day 09
Editing
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 12
Response to Text
• Unit 5: Day 13
Compare and Contrast
• Unit 6: Day 02
Searching the Internet
• Unit 6: Day 03
Ready, Set, Highlight!
Unit 6: Day 04 Cuided Nets Taking Journal, Part 4
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
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		 Unit 6: Day 09 Guided Note-Taking Journal - Part 3 Unit 6: Day 10 Planning Continued Unit 6: Day 11 Ready, Set, Write! Unit 6: Day 12 Just Keep Writing, Just Keep Writing! Unit 6: Day 13 Formal Writing: Research Piece - Part 1 Unit 6: Day 14 Formal Writing: Research Piece - Part 2 Unit 6: Day 15 Editing Glasses Unit 6: Day 16 Technology Publishing Unit 6: Day 17 Finishing the Race!
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE		Comprehension and Collaboration
AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>WritingCity</u> • Unit 3b: Day 16 Nonfiction Text Summaries
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(a)	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <u>WritingCitv</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 6: Day 08 Glows and Grows
GRADE LEVEL EXPECTATION	L.4.1(b)	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators

		• Unit 6: Day 08 Glows and Grows
GRADE LEVEL EXPECTATION	L.4.1(c)	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). <u>WritingCity</u> • Unit 2: Day 04 Writing With Sensory Details • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write!
GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 5: Day 01 What is a Legend? • Unit 5: Day 09 Editing

GRADE LEVEL EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their). <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
GRADE LEVEL EXPECTATION	L.4.2(b)	Use commas and quotation marks to mark direct speech and quotations from a text. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 09 Editing
GRADE LEVEL EXPECTATION	L.4.2(c)	Use a comma before a coordinating conjunction in a compound sentence.

GRADE LEVEL EXPECTATION	L.4.2(d)	WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 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 08 Glows and Grows
		WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STANDARD / STRAND	VT.L.4.	
STANDARD / STRAND	VI.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2

		Unit 3a: Day 09 Devicing for Similar and Sensory Dataila
		Revising for Similes and Sensory Details
		• Unit 3b: Day 03 Definitions
		• Unit 3b: Dav 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.
		0
		Unit 4: Day 06 Analyzing the Student Comple
		Analyzing the Student Sample
		Unit 4: Day 07 Formel Writing: Opinion Biogo, Bart 4
		Formal Writing: Opinion Piece - Part 1
		Unit 4: Day 08 Formel Writing: Opinion Biogo, Bart 2
		Formal Writing: Opinion Piece - Part 2
		• Unit 4: Day 09
		Revising Ears
		Unit 5: Day 02 Descriptive Words and Programming Verb Tensor
		Descriptive Words and Progressive Verb Tenses
		• Unit 5: Day 04
		Legend Planning Wheels
		• Unit 5: Day 06
		Uno, Dos, Traits!
		• Unit 6: Day 05
		Paraphrasing
		• Unit 6: Day 06
		Guided Note-Taking Journal - Part 2
		• Unit 6: Day 07
		Finishing the Journal
		• Unit 6: Day 08
		Glows and Grows
		• Unit 6: Day 09
		Guided Note-Taking Journal - Part 3
		• Unit 6: Day 10
		Planning Continued
		• Unit 6: Day 11
		Ready, Set, Write!
		• Unit 6: Day 12
		Just Keep Writing, Just Keep Writing!
		• Unit 6: Day 13
		Formal Writing: Research Piece - Part 1
GRADE LEVEL	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	. ,	· ·
		WritingCity
		• Unit 1: Day 05
		6 Traits: Sentence Fluency
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL	L.4.5.	Demonstrate understanding of figurative language, word
EXPECTATION /		relationships, and nuances in word meanings.
KNOWLEDGE AND SKILL		
GRADE LEVEL	L.4.5(a)	Explain the meaning of simple similes and metaphors (e.g., as
EXPECTATION	- ()	pretty as a picture) in context.
		WritingCity
		• Unit 1: Day 06
		6 Traits: Word Choice
		• Unit 1: Day 08
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GRADE LEVEL EXPECTATION	L.4.5(c)	Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.L.4.	Language Standards Vocabulary Acquisition and Use
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 07 Formal Writing • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 07 Formal Writing • Unit 4: Day 07 Formal Writing • Unit 4: Day 07 Formal Writing • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 07 Formal Writing • Unit 4: Day 08

Formal Writing: Opinion Piece - Part 2
• Unit 4: Day 09
Revising Ears
• Unit 5: Day 02
Descriptive Words and Progressive Verb Tenses
• Unit 5: Day 04
Legend Planning Wheels
• Unit 5: Day 06
Uno, Dos, Traits!
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Guided Note-Taking Journal - Part 2
• Unit 6: Day 07
Finishing the Journal
• Unit 6: Day 08
Glows and Grows
• Unit 6: Day 09
Guided Note-Taking Journal - Part 3
• Unit 6: Day 10
Planning Continued
• Unit 6: Day 11
Ready, Set, Write!
• Unit 6: Day 12
Just Keep Writing, Just Keep Writing!
• Unit 6: Day 13
Formal Writing: Research Piece - Part 1

Vermont Framework of Standards and Learning

Language Arts

Grade: 5 - Adopted: 2010

STANDARD / STRAND	VT.RL.5.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template

		Unit 4: Day 15 Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <u>WritingCity</u> • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past
STANDARD / STRAND	VT.RL.5.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <u>WritingCitv</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD / STRAND	VT.RL.5.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>WritingCity</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
STANDARD / STRAND	VT.RL.5.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18

• 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 ScoreSTANDARD / STRANDVT.RI.5.Reading Standards for Informational TextESSENTIAL KNOWLEDGE AND SKILL / STANDARDRI.5.1.Quote accurately from a text when explaining what the text says			
Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score STANDARD / STRAND VT.RLS. Residing Standards for Informational Text ESSENTIAL KNOWLEDGE NO SKILL / STANDARD RADE LEVEL EXPECTATION / NOWLEDGE AND SKILL RIS.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Writing Respond to Questions and Prompts • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 14 Nonfiction Text Restures • Unit 3: Day 15 Respond to Track and Score • Unit 3: Day 14 Nonfiction Text Restures • Unit 3: Day 14 Nonfiction Texts and Score • Unit 3: Day 16 Respond to Toxt: Persuasive Letters Respond to Toxt: Persuasive Letters Respond to Toxt: Persuasive Le			Ways Writers Respond to Reading
• Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score STANDARD / STRAND VT.RLS. Reading Standards for Informational Text SSBENTIAL KNOWLEDGE MAD SKILL SYANDARD RLS.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritinaCity • Unit 2: Day 17 WritinaCity • Unit 2: Day 17 Writers Respond to Questions and Prompts • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 12 Read, Reread, Respond, and Score • Unit 2: Day 12 Read, Reread, Respond, and Score • Unit 3: Day 12 Read, Reread, Respond, and Score • Unit 3: Day 12 Respond to Nordiction Texts and Score • Unit 3: Day 13 Respond to Nordiction Texts and Score • Unit 3: Day 14 Respond to Nordiction Texts and Score • Unit 3: Day 15 Respond to Nordiction Texts and Score • Unit 3: Day			
Read, Respond, and Score • Unit 2: Day 22 Reading Standards for Informational Toxt SSENTIAL KNOWLEDGE ND SKILL / STANDARD STANDARD / STRAND RI.5.1. 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 Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Reading • Unit 2: Day 13 Writers Respond to Reading • Unit 2: Day 13 Writers Respond to Reading • Unit 2: Day 13 Writers Respond to Reading • Unit 2: Day 13 Writers Respond to Reading • Unit 2: Day 14 Read, Respond, and Score • Unit 2: Day 13 Nonfiction Text Features • Unit 3: Day 14 Nonfiction Text Features • Unit 3: Day 15 Respond to Nonfiction Texts and Score • Unit 3: Day 14 Nonfiction Text Features • Unit 3: Day 15 Respond to Nonfiction Text and exp			
• Unit 2: Day 22 Read, Revead, Respond, and Score STANDARD / STRANDA VT.RI.5. Reading Standards for Informational Text SSSENTIAL KNOWLEDGE AND SKILL STANDARO Key Ideas and Details WID SKILL STANDARO Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritinaCity • Unit 2: Day 17 (NOWLEDGE AND SKILL RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Writing Respond to Questions and Prompts • Unit 2: Day 12 Ways Writers Respond to Reading • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Read, Reread, Respond and Score • Unit 3b: Day 15 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Planning Template • Unit 2: Day 17 Into to Respond to Questions and Prompts • Unit 2: Day 17 Nonfiction Texts and Score • Unit 2: Day 17 Nontor to Responds to Text: Persuasive Letters <			
Read, Reread, Respond, and Score STANDARD / STRAND VT.RI.5. Reading Standards for Informational Text SSENTIAL KNOWLEDGE Key Ideas and Details Standards for Informational Text STADD LEVEL EXPECTATION / (NOWLEDGE AND SKILL RI.5.1. Cuote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity - Unit 2: Day 17 - Unit 2: Day 17 Intro to Response to Text - Unit 2: Day 16 Writers Respond to Questions and Prompts - Unit 2: Day 17 Intro to Respond, and Score - Unit 2: Day 17 Writers Respond to Questions and Prompts - Unit 2: Day 17 Intro to Respond, and Score - Unit 2: Day 12 Verters Respond, and Score - Unit 2: Day 12 Read, Reread, Respond, and Score - Unit 3: Day 12 Text Features, Main Ideas, and Datails - Unit 3: Day 14 Nonfiction Text Features - Unit 3: Day 14 Nonfiction Text Sensore Text: - Unit 3: Day 14 Nonfiction Text sand Score - Unit 3: Day 14 Nonfiction Text sand Score - Unit 3: Day 14 NOWLEDGE AND SKILL RL5.2. Determine two or more main ideas of a text			
STANDARD / STRAND VT.R.L.5. Reading Standards for Informational Text SSSENTIAL KNOWLEDGE NMD SKILL / STANDARD Key Ideas and Details SRADE LEVEL SYPECTATION / KNOWLEDGE AND SKILL RI.5.1. Oucle 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 Writers Respond to Reading • Unit 2: Day 20 Writers Respond to Reading • Unit 2: Day 21 Writers Respond to Reading • Unit 2: Day 20 Writers Respond to Reading • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Response to Text: • Planning Template • Unit 3b: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 4: Day 14 Response to Text: • Planning Template • Unit 3: Day 17 Intro to Response to Text • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Read, Reread, Respond, and Score • Unit 3b: Day 12 Read, Reread, Respond, and Score • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Respond to Nonfiction Texts and Details • Unit 3b: Day 16 Respond to Nonfiction Texts and			
ESSENTIAL KNOWLEDGE NND SKILL / STANDARD Key Ideas and Details SRADE LEVEL EXPECTATION / (NOWLEDGE AND SKILL RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WittingCity Unit 2: Day 17 Unit 2: Day 17 Intro to Response to Text Unit 2: Day 18 Unit 2: Day 17 Writers Respond to Reading Unit 2: Day 10 Unit 2: Day 13 Writers Respond to Questions and Prompts Unit 2: Day 20 Unit 2: Day 21 Writers Respond to Questions and Prompts Unit 2: Day 21 Unit 2: Day 22 Read, Reread, Respond, and Score Unit 3b: Day 12 Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 13 Nonfiction Text Features Unit 3b: Day 14 Respond to Nonfiction Texts and Score Unit 3b: Day 14 Nonfiction Texts and Score Unit 3b: Day 14 Respond to Nonfiction Texts and Score Unit 3b: Day 14 Nonfiction Text senses of text tensing Template Unit 3b: Day 14 Respond to Nonfiction Texts and Score Unit 4: Day 14 Nonfiction Text Senses of to Text Unit 2: Day 17 KNOWLEDGE AND SKILL RI.5.2. RADE LEVEL UNIT 2: Day 17 Defermine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Writens Response to Text Unit 3b: Day 15 Read,			
AND SKILL / STANDARD Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. SRADE LEVEL SCREATION / (NOWLEDGE AND SKILL) RI.5.1. 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 Respond to Reading • Unit 2: Day 18 Ways Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Respond, and Score • Unit 3: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Texts and Score • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 14 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters SRADE LEVEL RI.5.2 Petermine two or more main Ideas of a text and explain how they are supported by key details; summarize the text. WritingCity • Unit 2: Day 17 Intro to Response to Text: • Unit 2: Day 17 NOM tepDee AND SKILL RI.5.2 Petermine		VI.RI.5.	
EXPECTATION / explicitly and when drawing inferences from the text. KNOWLEDGE AND SKILL writinoCity * Unit 2: Day 18 Ways Writers Respond to Reading * Unit 2: Day 18 Ways Writers Respond to Reading * Unit 2: Day 18 Writers Respond to Questions and Prompts * Unit 2: Day 20 Writers Respond to Questions and Prompts * Unit 2: Day 21 Read, Respond, and Score * Unit 3: 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 13 Nonfiction Text Features * Unit 3b: Day 14 Nonfiction Text Features * Unit 3b: Day 15 Respons to Text: Piranning Template * Unit 3b: Day 14 Response to Text: Piraunite text. RXPECTATION / RI.5.2. RADE LEVEL RI.5.2. RADE LEVEL RI.5.2. RADE LEVEL RI.5.2. RIFT City * Unit 3: Day 13 Wortlence and Score * Unit 3: Day 14 NOWLEDGE AND SKILL Rift City * Unit 3: Day 14 Response to Text: Pirauning Template * Unit 3: Day 14	ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
KNOWLEDGE AND SKILL WritingCity * Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Waye Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 12 Text Features, Main Ideas, and Details • Unit 3: Day 13 Nonfiction Text Features • Unit 3: Day 14 Nonfiction Texts and Score • Unit 3: Day 14 Nonfiction Texts and Score • Unit 3: Day 14 Nonfiction Texts and Score • Unit 3: Day 14 Nonfiction Texts and Score • Unit 3: Day 14 Nonfiction Texts and Score • Unit 3: Day 14 Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Persuasive Letters SRADE LEVEL SREPECTATION / (NOWLEDGE AND SKILL Riting City <	GRADE LEVEL	RI.5.1.	
SRADE LEVEL RL5.2. RADE LEVEL RL5.2. RADE LEVEL RL5.2. RL5.2. RL5.2. <	EXPECTATION /		explicitly and when drawing inferences from the text.
Intro to Response to Text Intro to Response to Text • Unit 2: Day 18 Ways Witters Respond to Reading • Unit 2: Day 21 Witters Respond Through Opinions • Unit 2: Day 22 Wead, Reread, Respond, and Score • Unit 3: 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 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Planning Template • Unit 2: Day 11 Intro to Response to Text: Planning Template • Unit 2: Day 15 Read, Reread, Respond, and Score • Unit 2: Day 16 Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text * Unit 2: Day 12 Text Read, Reread, Respond, and Score	KNOWLEDGE AND SKILL		
Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Text Features • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 14 Nonfiction Text Seatures • Unit 3b: Day 15 Response to Text: Planning Template • Unit 4: Day 14 Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: Planning Template • Unit 2: Day 17 Respond to Questions and Prompts Vinit 2: Day 17 Intro to Response to Text • Unit 2: Day 12 Text Read, Respond, and Score • Unit 2: Day 12 Read, Rere			
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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 12 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 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Response to Text: Planning Template • Unit 4: Day 16 Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: Planning Template • Unit 2: Day 17 Intro to Response to Text: NOWLEDGE AND SKILL Writers: Respond to Questions and Prompts			
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 • 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 Respond to Nonfiction Texts and Score • Unit 4: Day 14 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 2: Day 17 Responds to Nonfiction Texts and explain how they are supported by key details; summarize the text. WowLEDGE AND SKILL RI.5.2. Retermine two or more main ideas of a text and explain how they are supported by key details; summarize the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 17 Intro to Respond to Questions and Prompts • Unit 2: Day 12 Read, Reread, Respond, and Score • Unit 2: Day 12 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Texts and Prompts • Unit 3b: Day 14 Nonfiction Text Seatures • Unit 3b: Day 15 Respond to Nonfiction Texts and Score<!--</td--><td></td><td></td><td></td>			
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	VT PI 5	 • 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 5: Day 13 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 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.RI.5.	Reading Standards for Informational Text Craft and Structure
AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13

		Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	VT.RI.5.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 15 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 04 7 Square Paragraph Graphic Organizer • Unit 4: Day 03 7 Square Paragraph Graphic Organizer • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 5: 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
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <u>WritingCity</u> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 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 07 Glows & Grows
STANDARD / STRAND	VT.RI.5.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>WritingCity</u> • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	VT.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.5.3(a)	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <u>WritingCity</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work

		• Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	VT.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
GRADE LEVEL EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. WritingCity • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
GRADE LEVEL EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details. <u>WritingCity</u> • Unit 4: Day 01 What is an Opinion Paper?
GRADE LEVEL EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). WritingCity

GRADE LEVEL EXPECTATION	W.5.1(d)	 Unit 4: Day 01 What is an Opinion Paper? Unit 4: Day 08 Paragraphs 1 & 2 Unit 4: Day 09 Paragraphs 3, 4, & 5 Provide a concluding statement or section related to the opinion presented. WritingCity Unit 4: Day 04 S square Paragraph Graphic Organizer Unit 4: Day 05 Facts and Opinions Unit 4: Day 06 Kyle's Formal Writing Assessment Unit 4: Day 07 Traits Rubric Unit 4: Day 09 Paragraphs 3, 4, & 5 Unit 4: Day 14
		Response to Text: Persuasive Letters
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.W.5.	Writing Standards Text Types and Purposes
AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>WritingCity</u> • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
GRADE LEVEL EXPECTATION	W.5.2(b)	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
Formal Writing - Part 2

GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
		WritingCity • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 10 Linking Words
GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		WritingCity• Unit 3a: Day 01Explanatory Writing• Unit 3a: Day 03Who is Stronger?• Unit 3a: Day 073 Points• Unit 3a: Day 08Revising the End• Unit 3a: Day 11Revising Part 2• Unit 3b: Day 035 Square Paragraphs• Unit 3b: Day 07Formal Writing Assessment• Unit 3b: Day 08Writing Strong Conclusions• Unit 6: Day 14Revising
GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
		WritingCity• Unit 3a: Day 02Purpose and Proof• Unit 3a: Day 073 Points• Unit 3a: Day 08Revising the End• Unit 3a: Day 10Revising Part 1• Unit 3b: Day 07Formal Writing Assessment• Unit 3b: Day 08Writing Strong Conclusions
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas

		• Unit 1: Day 04 Voice
		• Unit 2: Day 01
		Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 04
		Character Description • Unit 2: Day 06
		Dialogue: A Character's Voice
		• Unit 2: Day 09
		Writing from Experience
		Unit 2: Day 10
		Planning to Write
		• Unit 2: Day 11
		Writing a Real Narrative • Unit 2: Day 12
		Writing a Conclusion
		• Unit 5: Day 01
		What is Historical Fiction?
		• Unit 5: Day 02
		Planning Wheel 1
		Unit 5: Day 03
		Planning Wheel 2 • Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
		Writing and Commas
		• Unit 5: Day 07
		Revising Part 1
GRADE LEVEL	W.5.3(b)	Use narrative techniques, such as dialogue, description, and
EXPECTATION		pacing, to develop experiences and events or show the responses
		of characters to situations.
		WritingCity
		WritingCity • Unit 1: Day 02
		WritingCity
		WritingCity • Unit 1: Day 02 Ideas
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1
		WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02
		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
		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
		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
		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 09 Writing from Experience
		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 09 Writing from Experience • Unit 2: Day 10
		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 09 Writing from Experience • Unit 2: Day 10 Planning to Write
		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 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11
		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 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative
		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 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12
		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 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative
		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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1
		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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05
		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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters
		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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06
		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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
GRADE LEVEL	W.5.3(c)	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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
GRADE LEVEL EXPECTATION	W.5.3(c)	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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
	W.5.3(c)	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 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
	W.5.3(c)	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 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas

		Ideas
		• Unit 1: Day 03
		Organization
		• Unit 1: Day 04
		Voice
		• Unit 2: Day 01
		Vary Sentences Part 1
		• Unit 2: Day 02
		Vary Sentences Part 2
		• Unit 2: Day 05
		Transition
		• 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 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 5: Day 02
		Planning Wheel 1
		• Unit 5: Day 05
		Developing Characters
		• Unit 5: Day 06
	W 5 3(d)	• Unit 5: Day 06 Writing and Commas
GRADE LEVEL	W.5.3(d)	• Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey
GRADE LEVEL EXPECTATION	W.5.3(d)	• Unit 5: Day 06 Writing and Commas
-	W.5.3(d)	• Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely.
-	W.5.3(d)	Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity
-	W.5.3(d)	• Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> • Unit 1: Day 02
-	W.5.3(d)	Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas
-	W.5.3(d)	• Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04
-	W.5.3(d)	Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> Unit 1: Day 02 Ideas Unit 1: Day 04 Voice
-	W.5.3(d)	Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01
-	W.5.3(d)	Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>WritingCity</u> Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01 Vary Sentences Part 1
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 03
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 03
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 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
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 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
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06 Writing from Experience Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 12
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description 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
-	W.5.3(d)	 Unit 5: Day 06 Writing and Commas Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 04 Voice Unit 1: Day 06 Word Choice 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 04 Character Description Unit 2: Day 06 Writing from Experience Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 12

GRADE LEVEL EXPECTATION	W.5.3(e)	 Unit 3a: Day 06 Where I Live Unit 3a: Day 07 Points Unit 3a: Day 08 Revising the End Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Provide a conclusion that follows from the narrated experiences or events. WritingCity Unit 1: Day 02 Ideas Unit 1: Day 03 Organization Unit 1: Day 04
		 Unit 2: Day 01 Vary Sentences Part 1 Unit 2: Day 02 Vary Sentences Part 2 Unit 2: Day 06 Dialogue: A Character's Voice Unit 2: Day 09 Writing from Experience Unit 2: Day 10 Planning to Write Unit 2: Day 11 Writing a Real Narrative Unit 2: Day 12 Writing a Conclusion Unit 5: Day 02 Planning Wheel 1 Unit 5: Day 05 Developing Characters Unit 5: Day 06 Writing and Commas Unit 5: Day 08 Revising Part 2
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.W.5.	Writing Standards Production and Distribution of Writing
AND SKILL / STANDARD	W 5 A	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 04 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 Section with a Rubric Part 2
Scoring with a Rubric Part 2 • Unit 2: Day 09
Writing from Experience
• Unit 2: Day 10
Planning to Write
• Unit 2: Day 11
Writing a Real Narrative
• Unit 2: Day 12
Writing a Conclusion
Unit 2: Day 20 Writers Respond Through Opinions
• Unit 2: Day 21
Read, Reread, Respond, and Score
• Unit 2: Day 22
Read, Reread, Respond, and Score
• Unit 3a: Day 04
Let's Take Five
• Unit 3a: Day 05
Model the Plan
• Unit 3a: Day 06
Where I Live • Unit 3a: Day 07
3 Points
• Unit 3a: Day 08
Revising the End
• Unit 3a: Day 10
Revising Part 1
Unit 3b: Day 01
Definitions and Details
• Unit 3b: Day 04
5 Square Paragraphs
Unit 3b: Day 07 Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 01
What is an Opinion Paper?
• Unit 4: Day 04 5 Square Paragraph Graphic Organizer
• Unit 4: Day 08
Paragraphs 1 & 2
• Unit 4: Day 09
Paragraphs 3, 4, & 5
• Unit 4: Day 14
Response to Text: Planning Template
Unit 4: Day 15 Response to Text: Persuasive Letters
• Unit 5: Day 02
Planning Wheel 1
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06
Writing and Commas
• Unit 5: Day 09
Editing • Unit 5: Day 12
Response to Historical Fiction Text
• Unit 5: Day 13
Response to Historical Fiction Text

• Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach. WritingCity	
• Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5.	
Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
• Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. Formal Writing - Part 2	
• Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
• Unit 6: Day 14 Revising • Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
Revising • Unit 6: Day 15 Editing Editing GRADE LEVEL W.5.5. EXPECTATION / With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
• Unit 6: Day 15 Editing GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
Editing GRADE LEVEL W.5.5. EXPECTATION / With guidance and support from peers and adults, develop strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
GRADE LEVEL W.5.5. EXPECTATION / KNOWLEDGE AND SKILL	
EXPECTATION / KNOWLEDGE AND SKILL strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach.	
KNOWLEDGE AND SKILL rewriting, or trying a new approach.	,
WritingCity	
WritingCity	
• Unit 1: Day 01	
Topics I Can Write About	
• Unit 1: Day 02	
Ideas	
• Unit 2: Day 07	
Scoring with a Rubric Part 1	
• Unit 2: Day 08	
Scoring with a Rubric Part 2	
• Unit 2: Day 10	
Planning to Write	
• Unit 2: Day 11	
Writing a Real Narrative	
• Unit 2: Day 13	
Scoring with a Rubric	
• Unit 2: Day 14	
Revising	
• Unit 2: Day 15	
Editing	
• Unit 2: Day 16	
Writing and Reflecting	
• Unit 2: Day 17	
Intro to Response to Text	
• Unit 2: Day 18	
Ways Writers Respond to Reading	
• Unit 2: Day 19	
Writers Respond to Questions and Prompts	
• Unit 2: Day 20	
Writers Respond Through Opinions	
• Unit 2: Day 21	
Read, Reread, Respond, and Score	
• Unit 2: Day 22	
Read, Reread, Respond, and Score	
• Unit 3a: Day 05	
Model the Plan	
• Unit 3a: Day 06	
Where I Live	
• Unit 3a: Day 07 3 Points	
Unit 3a: Day 08 Devision the End	
Revising the End	
Unit 3a: Day 09	
Using Commas	
Unit 3a: Day 10	
Revising Part 1	
• Unit 3a: Day 11	
Revising Part 2	
• Unit 3a: Day 12	
Editing	
• Unit 3a: Day 13	
Rubric Scoring	

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

		Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09
		The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. WritingCity • Unit 6: Day 16 Scoring and Publishing
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	V1.W.S.	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <u>WritingCity</u> • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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. <u>WritingCity</u> • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources

		 Unit 6: Day 03 Main Ideas & Important Facts Unit 6: Day 04 Guided Note-Taking Journal Unit 6: Day 05 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows Unit 6: Day 09 The 5 Square Graphic Organizer Unit 6: Day 10 Linking Words Unit 6: Day 12 Formal Writing - Part 1 Unit 6: Day 13 Formal Writing - Part 2
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). <u>WritingCitv</u> • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). <u>WritingCity</u> • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13

		Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • 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 13 Response to Text: Planning Template • Unit 5: Day 01 What is Historical Fiction 7 • Unit 5: Day 01 What is Historical Fiction Text • Unit 5: Day 12 Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 01 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	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 discipline-specific tasks, purposes, and audiences. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2

• Unit 2: Day 10
Planning to Write
• Unit 2: Day 11
Writing a Real Narrative
• Unit 2: Day 13
Scoring with a Rubric
• Unit 2: Day 14
Revising
• Unit 2: Day 15
Editing
• Unit 2: Day 16
Writing and Reflecting
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Read, Reread, Respond, and Score
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• Unit 3a: Day 05
Model the Plan
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Where I Live
• Unit 3a: Day 07
3 Points
• Unit 3a: Day 08
Revising the End
• Unit 3a: Day 09
Using Commas
• Unit 3a: Day 10
Revising Part 1
• Unit 3a: Day 11 Revising Part 2
• Unit 3a: Day 12
Editing
• Unit 3a: Day 13
Rubric Scoring
• Unit 3b: Day 02
Brainstorming
• Unit 3b: Day 03
5 Square Paragraphs
• Unit 3b: Day 04
5 Square Paragraphs
• Unit 3b: Day 05
Linking Ideas
• Unit 3b: Day 07
Formal Writing Assessment
• Unit 3b: Day 08
Writing Strong Conclusions
• Unit 3b: Day 09
Revising
• Unit 3b: Day 10
Editing
• Unit 3b: Day 11
Scoring and Publishing
• Unit 4: Day 02 Fact/Opinion T-Chart
• Unit 4: Day 03
5 Square Paragraphs
• Unit 4: Day 04

5 Square Paragraph Graphic Organizer
• Unit 4: Day 05
Facts and Opinions
• Unit 4: Day 06
Kyle's Formal Writing Assessment
• Unit 4: Day 07
6 Traits Rubric
• Unit 4: Day 08
Paragraphs 1 & 2
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Paragraphs 3, 4, & 5
• Unit 4: Day 10
Revising
• Unit 4: Day 11
Editing
• Unit 4: Day 12
Scoring and Publishing
• Unit 4: Day 13
Response to Text: Two of a Kind
• Unit 5: Day 04
What's the Plan?
• Unit 5: Day 05
Developing Characters
• Unit 5: Day 06
Writing and Commas
• Unit 5: Day 07
Revising Part 1
• Unit 5: Day 08
Revising Part 2
• Unit 5: Day 09
Editing
• Unit 5: Day 10
Compare the Past
• Unit 5: Day 11
Rubric and Reflect
• Unit 5: Day 12
Response to Historical Fiction Text
• Unit 5: Day 13
Response to Historical Fiction Text
• Unit 6: Day 01
What is a Research Project?
• Unit 6: Day 02
Gathering Resources
• Unit 6: Day 03
Main Ideas & Important Facts
• Unit 6: Day 04
Guided Note-Taking Journal
• Unit 6: Day 05
Paraphrasing
• Unit 6: Day 06
Analyzing a Peer's Work
• Unit 6: Day 07
Glows & Grows
• Unit 6: Day 08
Introducing the Rubric
• Unit 6: Day 09
The 5 Square Graphic Organizer
• Unit 6: Day 10
Linking Words
• Unit 6: Day 11
Reviewing the Plan
• Unit 6: Day 12
Formal Writing - Part 1
• Unit 6: Day 13
Formal Writing - Part 2

STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	VT.SL.5. SL.5.6.	 Unit 6: Day 14 Revising Unit 6: Day 15 Editing Unit 6: Day 16 Scoring and Publishing Speaking and Listening Standards Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <u>WritingCity </u>Unit 3a: Day 01 Explanatory Writing
STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	VT.L.5.	Language Standards Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function 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 4: Day 06 Kyle's Formal Writing Assessment • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
GRADE LEVEL EXPECTATION	L.5.1(b)	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. <u>WritingCity</u> • Unit 2: Day 15 Editing • Unit 3b: Day 06

		Carly's Formal Writing Assessment • Unit 5: Day 04 What's the Plan?
GRADE LEVEL EXPECTATION	L.5.1(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 06 Carly's Formal Writing Assessment • 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
GRADE LEVEL EXPECTATION	L.5.1(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 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
GRADE LEVEL EXPECTATION	L.5.1(e)	Use correlative conjunctions (e.g., either/or, neither/nor). WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03

		Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.5.2(a)	Use punctuation to separate items in a series. <u>WritingCity</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 5: Day 06 Writing and Commas • Unit 6: Day 15 Editing
GRADE LEVEL EXPECTATION	L.5.2(b)	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

GRADE LEVEL	L.5.2(c)	Use a comma to set off the words yes and no (e.g., Yes, thank you),
EXPECTATION		to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
		WritingCity • Unit 5: Day 04
		What's the Plan?
		Unit 5: Day 06 Writing and Commas
GRADE LEVEL	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of
EXPECTATION		works.
		WritingCity • Unit 2: Day 11
		Writing a Real Narrative
		• Unit 2: Day 15 Editing
		• Unit 3b: Day 10
		Editing
		• Unit 5: Day 04 What's the Plan?
		• Unit 6: Day 15
GRADE LEVEL	L.5.2(e)	Editing Spell grade-appropriate words correctly, consulting references as
EXPECTATION	L.3.2(e)	needed.
		WritingCity
		Unit 1: Day 07 Conventions
		• Unit 2: Day 15
		Editing • Unit 3a: Day 12
		Editing
		Unit 3b: Day 06 Carly's Formal Writing Assessment
		Unit 3b: Day 10
		Editing • Unit 4: Day 11
		Editing
		• Unit 5: Day 04 What's the Plan?
		• Unit 6: Day 15
		Editing
STANDARD / STRAND ESSENTIAL KNOWLEDGE	VT.L.5.	Language Standards
AND SKILL / STANDARD		Knowledge of Language
	L.5.3.	Use knowledge of language and its conventions when writing,
EXPECTATION / KNOWLEDGE AND SKILL		speaking, reading, or listening.
GRADE LEVEL	L.5.3(a)	Expand, combine, and reduce sentences for meaning,
EXPECTATION		reader/listener interest, and style.
		WritingCity
		Unit 1: Day 05 Sentence Fluency
		• Unit 2: Day 14
		Revising • Unit 2: Day 15
		Editing
		• Unit 3a: Day 09
		Using Commas • Unit 3a: Day 10
		Revising Part 1

		Unit 3b: Day 09 Revising Unit 4: Day 10 Revising Unit 4: Day 11 Editing Unit 4: Day 12 Scoring and Publishing Unit 5: Day 07 Revising Part 1 Unit 6: Day 05 Paraphrasing
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4(b)	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). <u>WritingCity</u> • Unit 6: Day 05
		 Paraphrasing Unit 6: Day 06 Analyzing a Peer's Work Unit 6: Day 07 Glows & Grows
GRADE LEVEL EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <u>WritingCity</u> • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5(a)	Interpret figurative language, including similes and metaphors, in context. <u>WritingCitv</u> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
GRADE LEVEL EXPECTATION	L.5.5(b)	Recognize and explain the meaning of common idioms, adages, and proverbs. <u>WritingCity</u>

		• Unit 5: Day 08 Revising Part 2
GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <u>WritingCity</u> • Unit 5: Day 07 Revising Part 1
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>WritingCitv</u> • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising

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