

Main Criteria: Indiana Academic Standards

Secondary Criteria: Writing City

Subject: Language Arts

Grades: K, 1, 2, 3, 4, 5

Correlation Options: Show Correlated

Indiana Academic Standards

Language Arts

Grade: **K** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	K.W.2.1	<p>Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none">• Unit 1: Day 01• Unit 1: Day 02• Unit 1: Day 03• Unit 1: Day 04• Unit 1: Day 05• Unit 1: Day 06• Unit 2a: Day 01• Unit 2a: Day 02• Unit 2a: Day 03• Unit 2a: Day 04• Unit 2a: Day 05• Unit 2a: Day 06• Unit 2a: Day 07• Unit 2a: Day 08• Unit 2a: Day 09• Unit 2a: Day 10• Unit 2b: Day 01• Unit 2b: Day 02• Unit 2b: Day 03• Unit 2b: Day 04• Unit 2b: Day 05• Unit 2b: Day 06• Unit 2b: Day 07• Unit 2b: Day 08• Unit 2b: Day 09• Unit 3a: Day 01• Unit 3a: Day 02• Unit 3a: Day 03• Unit 3a: Day 04• Unit 3a: Day 05• Unit 3a: Day 06• Unit 3a: Day 07• Unit 3a: Day 08• Unit 3a: Day 09• Unit 3a: Day 10• Unit 3b: Day 03• Unit 3b: Day 04• Unit 3b: Day 05• Unit 3b: Day 06• Unit 3b: Day 07• Unit 3b: Day 08• Unit 3b: Day 09• Unit 5: Day 01• Unit 5: Day 02

		<ul style="list-style-type: none"> • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	K.W.3.2	<p>Use words and pictures to develop a main idea and provide some information about a topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	K.W.4	Apply the writing process to–
INDICATOR		<p>With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	K.W.5	Apply the writing process to–
INDICATOR		<p>Use available technology to produce and publish writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

EXPECTATION / INDICATOR	K.W.5	With support, build understanding of a topic using various sources.
INDICATOR	EEE	Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 09
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	K.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	K.W.6.1a	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 05
INDICATOR	K.W.6.1b	Verbs – Writing sentences that include verbs. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 05
STANDARD / STRAND		WRITING

PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	K.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	K.W.6.2a	<p>Capitalization – Capitalizing the first word in a sentence and the pronoun I.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 6: Day 06 • Unit 6: Day 10
INDICATOR	K.W.6.2b	<p>Punctuation – Recognizing and naming end punctuation.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08

		<ul style="list-style-type: none"> • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 6: Day 06 • Unit 6: Day 10
INDICATOR	K.W.6.2c	<p>Spelling – Spelling simple words phonetically, drawing on phonemic awareness.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 6: Day 10

Indiana Academic Standards
Language Arts
 Grade: 1 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Phonics
EXPECTATION / INDICATOR	1.RF.4.4	<p>Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10

EXPECTATION / INDICATOR	1.RF.4.6	<p>Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 6: Day 02 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	1.W.2.1	<p>Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	1.W.3.1	<p>Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12
EXPECTATION / INDICATOR	1.W.3.3	<p>Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01

		<ul style="list-style-type: none"> • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 12 • Unit 2a: Day 13 • Unit 2a: Day 14 • Unit 2b: Day 01 • Unit 2b: Day 02 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 10 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 2b: Day 15 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 10
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	1.W.4	Apply the writing process to–
INDICATOR		<p>With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 10 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 15 • Unit 3: Day 15 • Unit 3: Day 16 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 12 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 11 • Unit 6: Day 09 • Unit 6: Day 10

INDICATOR		Use available technology to publish legible documents. <u>Writing City</u> • Unit 6: Day 10
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	1.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	1.W.6.1a	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. <u>Writing City</u> • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 11 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03
INDICATOR	1.W.6.1b	Verbs – Writing sentences using verbs to convey a sense of past, present, and future. <u>Writing City</u> • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
INDICATOR	1.W.6.1e	Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <u>Writing City</u>

		<ul style="list-style-type: none"> • Unit 5: Day 06 • Unit 6: Day 03 • Unit 6: Day 07 • Unit 6: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	1.W.6.2a	<p>Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 03 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 02
INDICATOR	1.W.6.2b	<p>Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 3: Day 09 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 09

		<ul style="list-style-type: none"> • Unit 4: Day 10 • Unit 4: Day 11 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10
INDICATOR	1.W.6.2c	<p>Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 05 • Unit 1: Day 06 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 13 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10

Indiana Academic Standards

Language Arts

Grade: 2 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	2.RV.2.5	<p>Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 6: Day 01 • Unit 6: Day 02
STANDARD / STRAND		WRITING

PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	2.W.3.1	<p>Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13
EXPECTATION / INDICATOR	2.W.3.2	<p>Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	2.W.4	Apply the writing process to–
INDICATOR		Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using

		<p>appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 2: Day 05 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 10 • Unit 3a: Day 13 • Unit 3b: Day 03 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 09 • Unit 4: Day 13 • Unit 4: Day 15 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 6: Day 10 • Unit 6: Day 11
INDICATOR		<p>Use available technology to publish legible documents.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 • Unit 4: Day 14 • Unit 5: Day 13 • Unit 6: Day 12
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	2.W.5	With support, conduct short research on a topic.
INDICATOR		<p>Find information on a topic of interest (e.g., cardinals).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07

INDICATOR		Organize, summarize, and present the information, choosing from a variety of formats. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	2.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 07 • Unit 3a: Day 12 • Unit 3b: Day 02 • Unit 5: Day 04 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 02 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
INDICATOR	2.W.6.1b	Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 10 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 09 • Unit 5: Day 10
INDICATOR	2.W.6.1c	Adjectives/Adverbs – Writing sentences that use adjectives and adverbs. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 2: Day 07 • Unit 3a: Day 05 • Unit 3a: Day 06

		<ul style="list-style-type: none"> • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2a	<p>Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 3b: Day 10 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15
INDICATOR	2.W.6.2b	<p>Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10
INDICATOR	2.W.6.2c	<p>Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 08 • Unit 3b: Day 15

		<ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 06
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Indiana Academic Standards
Language Arts
 Grade: 3 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RF.1	Apply foundational reading skills to build reading fluency and comprehension. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 12 • Unit 4: Day 13

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Phonics
EXPECTATION / INDICATOR	3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 17

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16

		<ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
EXPECTATION / INDICATOR	3.RL.2.2	<p>Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
EXPECTATION / INDICATOR	3.RL.2.3	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	3.RL.3.2	<p>Distinguish personal point of view from that of the narrator or those of the characters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RN.1	<p>Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	3.RN.2.1	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
EXPECTATION / INDICATOR	3.RN.2.2	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	3.RN.3.1	<p>Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	3.RN.4.2	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RV.1	<p>Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 12 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary

INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. <u>Writing City</u> • Unit 3b: Day 15 • Unit 3b: Day 16
EXPECTATION / INDICATOR	3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases. <u>Writing City</u> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 14
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes). <u>Writing City</u> • Unit 5: Day 19 • Unit 5: Day 20
EXPECTATION / INDICATOR	3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts. <u>Writing City</u> • Unit 1: Day 08 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 01 • Unit 3a: Day 05 • Unit 3a: Day 11 • Unit 3b: Day 10 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08

		<ul style="list-style-type: none"> • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	3.W.3.2	Write informative compositions on a variety of topics that–
INDICATOR		<p>State the topic, develop a main idea for the introductory paragraph, and group related information together.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR		<p>Develop the topic with facts and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07

		<ul style="list-style-type: none"> • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR		<p>Connect ideas within categories of information using words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 04 • Unit 3b: Day 10 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	3.W.3.3	Write narrative compositions in a variety of forms that–
INDICATOR		<p>Establish an introduction (e.g., situation, narrator, characters).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 07

		<ul style="list-style-type: none"> • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14
INDICATOR		<p>Include specific descriptive details and clear event sequences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
INDICATOR		<p>Include dialogue.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 5: Day 02 • Unit 5: Day 06 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
INDICATOR		<p>Connect ideas and events using introduction and transition words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 2: Day 05 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 09
INDICATOR		<p>Provide an ending.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 2: Day 08 • Unit 2: Day 10

		<ul style="list-style-type: none"> • Unit 5: Day 03 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 14
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	3.W.4	Apply the writing process to–
INDICATOR		<p>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 08 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 2: Day 13 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 04 • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14

		<ul style="list-style-type: none"> • Unit 5: Day 15 • Unit 5: Day 16 • Unit 5: Day 17 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 01 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 16
INDICATOR		<p>Use technology to interact and collaborate with others to publish legible documents.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	3.W.5	Conduct short research on a topic.
INDICATOR		<p>Locate information in reference texts, electronic resources, or through interviews.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 14
INDICATOR		<p>Recognize that some sources may be more reliable than others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 14
INDICATOR		<p>Record relevant information in their own words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 14
INDICATOR		<p>Present the information, choosing from a variety of formats.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	3.W.6.1a	<p>Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 01 • Unit 6: Day 09
INDICATOR	3.W.6.1b	<p>Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 5: Day 04 • Unit 5: Day 05
INDICATOR	3.W.6.1c	<p>Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

INDICATOR	3.W.6.2a	<p>Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 11 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 17
INDICATOR	3.W.6.2b	<p>Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives(e.g., a small, red bicycle).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 3a: Day 13 • Unit 3b: Day 01 • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 17 • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR	3.W.6.2c	<p>Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11

**Indiana Academic Standards
Language Arts**

Grade: 4 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RL.1	<p>Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	4.RL.2.1	<p>Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
EXPECTATION / INDICATOR	4.RL.2.3	<p>Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 5: Day 05
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	4.RL.3.2	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13
STANDARD / STRAND		READING

PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. <u>Writing City</u> • Unit 5: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 04
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. <u>Writing City</u> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
EXPECTATION / INDICATOR	4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>Writing City</u> • Unit 2: Day 16 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
EXPECTATION / INDICATOR	4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on

		specific information in the text. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 04
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format). <u>Writing City</u> • Unit 3b: Day 15
EXPECTATION / INDICATOR	4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19
EXPECTATION / INDICATOR	4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RV.1	Build and use accurately general academic and content-specific words and phrases. <u>Writing City</u> • Unit 3b: Day 06

		<ul style="list-style-type: none"> • Unit 3b: Day 17 • Unit 4: Day 07 • Unit 6: Day 10
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	4.RV.2.1	<p>Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15
EXPECTATION / INDICATOR	4.RV.2.2	<p>Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 1: Day 07 • Unit 2: Day 03 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 10 • Unit 3b: Day 10 • Unit 4: Day 10 • Unit 5: Day 09
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	4.RV.3.1	<p>Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 3a: Day 09
EXPECTATION / INDICATOR	4.RV.3.2	<p>Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 17
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.W.1	<p>Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 2: Day 11 • Unit 2: Day 17

		<ul style="list-style-type: none"> • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 03 • Unit 4: Day 06 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	4.W.3.1	Write persuasive compositions in a variety of forms that–
INDICATOR		<p>In an introductory statement, clearly state an opinion to a particular audience.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR		<p>Support the opinion with facts and details from various sources, including texts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR		<p>Use an organizational structure to group related ideas that support the purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR		<p>Connect opinion and reasons using words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 07

		<ul style="list-style-type: none"> • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR		<p>Provide a concluding statement or section related to the position presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	4.W.3.2	Write informative compositions on a variety of topics that–
INDICATOR		<p>Provide supporting paragraphs with topic and summary sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3b: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR		<p>Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR		<p>Connect ideas using words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07

		<ul style="list-style-type: none"> • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR		<p>Use language and vocabulary appropriate for audience and topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 • Unit 3a: Day 07 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR		<p>Provide a concluding statement or section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3b: Day 02 • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 6: Day 13
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	4.W.3.3	Write narrative compositions in a variety of forms that–
INDICATOR		<p>Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 09 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 10
INDICATOR		<p>Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03

		<ul style="list-style-type: none"> • Unit 2: Day 05 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3a: Day 01 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 10
INDICATOR		<p>Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3b: Day 08 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
INDICATOR		<p>Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 10
INDICATOR		<p>Provide an ending that follows the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 09 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 10
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING

INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	4.W.4	Apply the writing process to–
INDICATOR		<p>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 11 • Unit 2: Day 13 • Unit 2: Day 14 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 14 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 11 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15 • Unit 6: Day 16 • Unit 6: Day 17

INDICATOR		Use technology to interact and collaborate with others to publish legible documents. <u>Writing City</u> • Unit 3a: Day 11 • Unit 6: Day 16
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	4.W.5	Conduct short research on a topic.
INDICATOR		Use organizational features of print and digital sources to efficiently to locate further information. <u>Writing City</u> • Unit 3b: Day 15
INDICATOR		Determine the reliability of the sources. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
INDICATOR		Summarize and organize information in their own words, giving credit to the source. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
INDICATOR		Present the research information, choosing from a variety of formats. <u>Writing City</u> • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.1	Demonstrate command of English grammar and usage, focusing on:

INDICATOR	4.W.6.1a	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
INDICATOR	4.W.6.1b	Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must). <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 09 • Unit 6: Day 08
INDICATOR	4.W.6.1c	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	4.W.6.2b	Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 6: Day 08
INDICATOR	4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10

		<ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09
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Indiana Academic Standards
Language Arts
Grade: 5 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RF.1	<p>Apply foundational reading skills to demonstrate reading fluency and comprehension.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Phonics
EXPECTATION / INDICATOR	5.RF.4.6	<p>Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RL.1	<p>Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	5.RL.2.2	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker

		in a poem reflects upon a topic; summarize the text. <u>Writing City</u> • Unit 5: Day 12 • Unit 5: Day 13
EXPECTATION / INDICATOR	5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. <u>Writing City</u> • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 5: Day 12 • Unit 5: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Literature
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics. <u>Writing City</u> • Unit 5: Day 12 • Unit 5: Day 13
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently. <u>Writing City</u> • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <u>Writing City</u> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05

		<ul style="list-style-type: none"> • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	5.RN.3.2	<p>Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
EXPECTATION / INDICATOR	5.RN.3.3	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	5.RN.4.1	<p>Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02

		<ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
EXPECTATION / INDICATOR	5.RN.4.2	<p>Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	5.RV.2.2	<p>Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 07
EXPECTATION / INDICATOR	5.RV.2.4	<p>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
EXPECTATION / INDICATOR	5.RV.2.5	<p>Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 3b: Day 01 • Unit 3b: Day 03
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	5.RV.3.1	<p>Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03
EXPECTATION / INDICATOR	5.RV.3.3	<p>Analyze the meanings of proverbs, adages, and idioms in context.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.W.1	<p>Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 11 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	5.W.3.1	Write persuasive compositions in a variety of forms that–
INDICATOR		<p>Provide a concluding statement or section related to the position presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15
STANDARD / STRAND		WRITING

PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative
EXPECTATION / INDICATOR	5.W.3.2	Write informative compositions on a variety of topics that–
INDICATOR		<p>Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 05 • Unit 4: Day 14 • Unit 4: Day 15 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR		<p>Connect ideas within and across categories using transition words (e.g., therefore, in addition).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 10
INDICATOR		<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 07 • Unit 3b: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Writing Genres: Argumentative, Informative, and Narrative

EXPECTATION / INDICATOR	5.W.3.3	Write narrative compositions in a variety of forms that–
INDICATOR		<p>Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07
INDICATOR		<p>Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
INDICATOR		<p>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05

		<ul style="list-style-type: none"> • Unit 5: Day 06 • Unit 5: Day 07
INDICATOR		<p>Provide an ending that follows from the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	5.W.4	Apply the writing process to–
INDICATOR		<p>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 05 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 13 • Unit 2: Day 14 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 08

		<ul style="list-style-type: none"> • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15 • Unit 6: Day 16
INDICATOR		<p>Use technology to interact and collaborate with others to publish legible documents.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	5.W.5	Conduct short research assignments and tasks on a topic.
INDICATOR		<p>Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3b: Day 12

		<ul style="list-style-type: none"> • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 14 • Unit 4: Day 15
INDICATOR		<p>Present the research information, choosing from a variety of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	5.W.6.1b	<p>Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 5: Day 04
INDICATOR	5.W.6.1e	<p>Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 09 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 06 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	5.W.6.2b	<p>Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 • Unit 2: Day 15 • Unit 3b: Day 10 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 6: Day 15
INDICATOR	5.W.6.2c	<p>Spelling – Applying correct spelling patterns and generalizations in writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15