

Main Criteria: Kentucky Academic Standards

Secondary Criteria: Writing City

Subject: Language Arts

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

Correlation Options: Show Correlated

Kentucky Academic Standards

Language Arts

Grade: K - Adopted: 2019

Reading Foundational Skills—Kindergarten		
STRAND		
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3.c.	Read common high-frequency words by sight. <u>Writing City</u> <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
Handwriting—Kindergarten		
STRAND		
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.K.1.	Print all upper and lowercase letters and numerals. <u>Writing City</u> <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

		<ul style="list-style-type: none"> • 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 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06
STRAND		Composition—Kindergarten
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.K.2.	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.
INDICATOR	C.K.2.b.	<p>Introduce the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05
INDICATOR	C.K.2.c.	<p>Supply information to develop the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05
STRAND		Composition—Kindergarten
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.K.4.	<p>With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10
STRAND		Composition—Kindergarten
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.K.5.	<p>With guidance and support, participate in shared research and writing projects.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01

		<ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 09
STRAND		Composition—Kindergarten
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.K.6.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
		<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
STRAND		Language—Kindergarten
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.K.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.K.1.a.	common nouns and 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
INDICATOR	L.K.1.b.	regular plural nouns by orally adding /s/ or /es/. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08
INDICATOR	L.K.1.d.	sentences using common prepositions. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03

		<ul style="list-style-type: none"> • 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
INDICATOR	L.K.1.e.	<p>complete sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 08 • Unit 4: Day 09 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10
STRAND		Language—Kindergarten
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.K.2.	When writing:
INDICATOR	L.K.2.a.	<p>Capitalize 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	L.K.2.b.	<p>Recognize and name 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

		<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 • 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 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 6: Day 06 • Unit 6: Day 10
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INDICATOR	L.K.2.c.	<p>Write a letter or letters for most consonant and short-vowel sounds.</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
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		<ul style="list-style-type: none"> • 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 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06
INDICATOR	L.K.2.d.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</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
STRAND		Language—Kindergarten
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	<p>Demonstrate an understanding of verbs and adjectives and their antonyms.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06
INDICATOR	L.K.5.c.	<p>Demonstrate an understanding of verbs and adjectives and their synonyms.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06

Kentucky Academic Standards

Language Arts

Grade: 1 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.g.	<p>Recognize and read grade-appropriate irregularly spelled words.</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

		<ul style="list-style-type: none"> • 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
STRAND		Reading Foundational Skills—Grade 1
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.1.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.1.4.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> • Unit 2a: Day 10
STRAND		Handwriting—Grade 1
CATEGORY / GOAL		Progression
STANDARD / ORGANIZER	HW.1.1.	Legibly print all upper- and lowercase letters and numerals with correct form. <u>Writing City</u> • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05
STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.1.2.	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.
INDICATOR	C.1.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences. <u>Writing City</u> • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 06 • Unit 4: Day 11
STRAND		Composition—Grade 1
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.1.3.	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.1.3.b.	Recount a single event or multiple events, memories or ideas. <u>Writing City</u> • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03

		<ul style="list-style-type: none"> • 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
STRAND		Composition—Grade 1
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.1.4.	<p>With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10
STRAND		Composition—Grade 1
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.1.5.	<p>With guidance and support, participate in shared research and writing projects.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.1.1.	When writing or speaking, demonstrate appropriate use of:
INDICATOR	L.1.1.a.	<p>common, proper and possessive nouns in a sentence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03
INDICATOR	L.1.1.b.	<p>singular and plural nouns with matching verbs in basic sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 11 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11
INDICATOR	L.1.1.d.	<p>verbs to convey a sense of past, present and future in a sentence.</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 04 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
INDICATOR	L.1.1.e.	<p>frequently occurring adjectives in a sentence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08

INDICATOR	L.1.1.f.	frequently occurring conjunctions in a sentence. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 06 • Unit 4: Day 11
INDICATOR	L.1.1.g.	frequently occurring prepositions in a sentence. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11
STRAND		Language—Grade 1
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.1.2.	When writing:
INDICATOR	L.1.2.a.	Capitalize proper nouns, including but not limited to dates and names of people. <u>Writing City</u> <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	L.1.2.b.	Demonstrate appropriate use of end punctuation. <u>Writing City</u> <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

		<ul style="list-style-type: none"> • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 09 • 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 10
INDICATOR	L.1.2.c.	<p>With prompting and support, produce and write commas in dates and to separate single words in a series.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 09 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 07 • Unit 6: Day 08
INDICATOR	L.1.2.d.	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</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
INDICATOR	L.1.2.e.	<p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</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

		<ul style="list-style-type: none"> • 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
STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.d.	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. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 06 • Unit 4: Day 11
STRAND		Language—Grade 1
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.d.	Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic). <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08

Kentucky Academic Standards
Language Arts
Grade: 2 - Adopted: 2019

STRAND		Composition—Grade 2
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.2.2.	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.
INDICATOR	C.2.2.b.	<p>Introduce the topic.</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
INDICATOR	C.2.2.c.	<p>Supply information with detail to develop the topic.</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

		<ul style="list-style-type: none"> • Unit 6: Day 08 • Unit 6: Day 09
STRAND		Composition—Grade 2
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.2.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.2.3.b.	<p>Recount a single event or multiple events, memories or ideas.</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 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • 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 09 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12
INDICATOR	C.2.3.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</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

		<ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 6: Day 10 • Unit 6: Day 11
STRAND		Composition—Grade 2
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.2.4.	<p>With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</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
STRAND		Composition—Grade 2
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.2.5.	<p>Conduct shared research and writing projects that build knowledge about a topic.</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 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND		Composition—Grade 2
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.2.6.	<p>Collect information from real-world experiences or provided sources to answer or generate questions.</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
STRAND		Language—Grade 2
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.2.1.	In writing or speaking, demonstrate appropriate use of:

INDICATOR	L.2.1.a.	collective nouns. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 6: Day 02 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
INDICATOR	L.2.1.c.	reflexive pronouns. <u>Writing City</u> <ul style="list-style-type: none"> • 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 11 • Unit 4: Day 12 • Unit 4: Day 13
INDICATOR	L.2.1.e.	adjectives and adverbs in sentence formation. <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 • 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
STRAND		Language—Grade 2
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.2.2.	When writing:
INDICATOR	L.2.2.c.	Use apostrophe to form contractions and possessives. <u>Writing City</u> <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 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	L.2.2.d.	Generalize spelling patterns.

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 08 • Unit 3b: Day 15 • Unit 5: Day 04 • Unit 5: Day 06
STRAND		Language—Grade 2
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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.
INDICATOR	L.2.4.e.	Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 6: Day 01 • Unit 6: Day 02

**Kentucky Academic Standards
Language Arts**

Grade: 3 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 3
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding. <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
STRAND		Reading Standards for Literature—Grade 3
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.3.1.	Ask and answer questions, and make and support logical inferences to construct meaning from the text. <u>Writing City</u> <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

STRAND			Reading Standards for Literature—Grade 3
CATEGORY / GOAL			Key Ideas and Details
STANDARD / ORGANIZER	2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	
EXPECTATION	RL.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures. <u>Writing City</u> • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20	
STRAND			Reading Standards for Literature—Grade 3
CATEGORY / GOAL			Key Ideas and Details
STANDARD / ORGANIZER	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
EXPECTATION	RL.3.3.	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot. <u>Writing City</u> • Unit 2: Day 20 • Unit 2: Day 21	
STRAND			Reading Standards for Literature—Grade 3
CATEGORY / GOAL			Integration of Knowledge and Ideas
STANDARD / ORGANIZER	7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.	
EXPECTATION	RL.3.7.	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. <u>Writing City</u> • Unit 2: Day 20 • Unit 2: Day 21	
STRAND			Reading Standards for Literature—Grade 3
CATEGORY / GOAL			Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex literary texts independently and proficiently.	
EXPECTATION	RL.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. <u>Writing City</u> • 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	
STRAND			Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL			Key Ideas and Details

STANDARD / ORGANIZER	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.3.1.	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14
STRAND		Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. <u>Writing City</u> <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
STRAND		Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12
STRAND		Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.3.5.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 4: Day 12
STRAND		Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL		Integration of Knowledge and Ideas

STANDARD / ORGANIZER	7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. <u>Writing City</u> • Unit 3b: Day 15 • Unit 3b: Day 16
STRAND		Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.3.9.	Explain the relationship between information from two or more texts on the same theme or topic. <u>Writing City</u> • Unit 4: Day 13
STRAND		Reading Standards for Informational Text—Grade 3
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. <u>Writing City</u> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14
STRAND		Composition—Grade 3
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 02 • 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
INDICATOR	C.3.1.b.	Introduce the topic, followed by opinion statement, and create an organizational structure.

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • 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
INDICATOR	C.3.1.c.	<p>Provide reasons with elaborate details to support the opinion.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10
INDICATOR	C.3.1.d.	<p>Use grade-appropriate transitions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10
INDICATOR	C.3.1.e.	<p>Provide a concluding section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
INDICATOR	C.3.1.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 • 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

		<ul style="list-style-type: none"> • 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
STRAND		Composition—Grade 3
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 • 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 19 • Unit 5: Day 20 • 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

INDICATOR	C.3.2.b.	<p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</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	C.3.2.c.	<p>Develop the topic with facts, definitions 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 • 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 12 • Unit 6: Day 13 • Unit 6: Day 14

INDICATOR	C.3.2.d.	<p>Use grade-appropriate conjunctions to develop text structure within sentences.</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
INDICATOR	C.3.2.e.	<p>Use grade-appropriate transitions to develop text structure across paragraphs.</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
INDICATOR	C.3.2.f.	<p>Provide a concluding section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 07 • Unit 3b: Day 10 • Unit 3b: Day 11
INDICATOR	C.3.2.g.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 • Unit 4: Day 09 • Unit 4: Day 10

		<ul style="list-style-type: none"> • 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 19 • Unit 5: Day 20 • 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
STRAND		Composition—Grade 3
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.b.	<p>Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</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 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14
INDICATOR	C.3.3.c.	<p>Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response 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 02 • Unit 2: Day 03

		<ul style="list-style-type: none"> • 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	C.3.3.e.	<p>Create a sense of closure that follows the narrated experiences or events.</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 • Unit 5: Day 03 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 14
INDICATOR	C.3.3.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</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 01 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 04 • Unit 3b: Day 09 • Unit 3b: Day 10 • 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 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

		<ul style="list-style-type: none"> • Unit 4: Day 14 • Unit 5: Day 02 • 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 • 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 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 16
STRAND		Composition—Grade 3
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	<p>With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15
STRAND		Composition—Grade 3
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.3.5.	<p>Conduct short research projects that build knowledge about a topic.</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
STRAND		Composition—Grade 3
CATEGORY / GOAL		Range of Writing

STANDARD / ORGANIZER	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	<p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</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 01 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 04 • Unit 3b: Day 09 • Unit 3b: Day 10 • 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 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 4: Day 14 • Unit 5: Day 02 • 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 • Unit 5: Day 15 • Unit 5: Day 16 • Unit 5: Day 17 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 01

		<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 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 16
STRAND		Language—Grade 3
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	<p>Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 14 • Unit 3b: Day 05 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 14 • Unit 5: Day 16 • Unit 5: Day 17
INDICATOR	L.3.1.b.	<p>Form and use regular and irregular plural nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR	L.3.1.c.	<p>Use abstract nouns.</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	L.3.1.d.	<p>Form and use regular and irregular verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 05
INDICATOR	L.3.1.e.	<p>Use verb tenses.</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

INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 3a: Day 09
INDICATOR	L.3.1.g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <u>Writing City</u> • Unit 3b: Day 05 • Unit 3b: Day 08
STRAND		Language—Grade 3
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles. <u>Writing City</u> • 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	L.3.2.b.	Use commas in addresses. <u>Writing City</u> • Unit 3b: Day 01
INDICATOR	L.3.2.c.	Use commas and quotation marks in dialogue. <u>Writing City</u> • 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 04 • Unit 5: Day 06 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16 • Unit 5: Day 17
INDICATOR	L.3.2.d.	Use possessives. <u>Writing City</u> • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.

		<u>Writing City</u> <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
INDICATOR	L.3.2.f.	<p>Use spelling patterns and generalizations in writing words.</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
INDICATOR	L.3.2.g.	<p>Consult reference materials as needed to check and correct spellings.</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 • Unit 6: Day 14
STRAND		Language—Grade 3
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	<p>Choose words and phrases for effect.</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 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
STRAND		Language—Grade 3
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.d.	Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. <u>Writing City</u> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 14
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12
STRAND		Language—Grade 3
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.c.	Distinguish shades of meaning among related words that describe degrees of certainty. <u>Writing City</u> • Unit 3b: Day 05 • Unit 3b: Day 08

Kentucky Academic Standards

Language Arts

Grade: 4 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 4
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STRAND		Reading Standards for Literature—Grade 4
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.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>Writing City</u> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18

		<ul style="list-style-type: none"> • 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
STRAND		Reading Standards for Literature—Grade 4
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.4.3.	<p>Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.</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
STRAND		Reading Standards for Literature—Grade 4
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.4.4.	<p>Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.</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
STRAND		Reading Standards for Literature—Grade 4
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RL.4.6.	<p>Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13
STRAND		Reading Standards for Literature—Grade 4
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RL.4.9.	<p>Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13
STRAND		Reading Standards for Literature—Grade 4

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. <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
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 3b: Day 15 • 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
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 3b: Day 15 • 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
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION	RI.4.3.	<p>Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 04
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.4.4.	<p>Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 17
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.4.5.	<p>Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.4.6.	<p>Compare/contrast a firsthand and secondhand account of the same event or topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.4.7.	<p>Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19

STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.4.9.	<p>Integrate information from two or more texts on the same theme or topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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
STRAND		Reading Standards for Informational Text—Grade 4
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.4.10.	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19
STRAND		Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information.
INDICATOR	C.4.1.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • 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

		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
INDICATOR	C.4.1.b.	<p>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.</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	C.4.1.c.	<p>Provide reasons that are supported by facts and details.</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	C.4.1.d.	<p>Use grade-appropriate transitions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR	C.4.1.e.	<p>Provide a concluding section.</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
INDICATOR	C.4.1.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 11 • Unit 2: Day 17 • 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

		<ul style="list-style-type: none"> • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
STRAND		Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 02 • 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 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 • 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	C.4.2.b.	<p>Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</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 02 • Unit 3b: Day 03

		<ul style="list-style-type: none"> • 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	C.4.2.c.	<p>Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</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	C.4.2.d.	<p>Use grade-appropriate conjunctions to develop text structure within sentences.</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 • 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	C.4.2.e.	<p>Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04

		<ul style="list-style-type: none"> • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • 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	C.4.2.f.	<p>Use precise language and domain-specific vocabulary to inform about or explain the 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	C.4.2.g.	<p>Provide a concluding 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
INDICATOR	C.4.2.h.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 11 • Unit 2: Day 17 • 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

		<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
STRAND		Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 11 • Unit 2: Day 12 • Unit 2: Day 17 • 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 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 13
INDICATOR	C.4.3.b.	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</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	C.4.3.c.	<p>Use dialogue and description 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 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10

		<ul style="list-style-type: none"> • Unit 2: Day 12 • Unit 3b: Day 08 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
INDICATOR	C.4.3.d.	<p>Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 2: Day 05 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3a: Day 01 • Unit 5: Day 06
INDICATOR	C.4.3.e.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</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	C.4.3.f.	<p>Provide a conclusion that follows the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03
INDICATOR	C.4.3.g.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • 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

		<ul style="list-style-type: none"> • 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 03 • 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 13 • Unit 4: Day 14 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 11 • Unit 5: Day 12 • 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
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STRAND		Composition—Grade 4
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	<p>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 • Unit 6: Day 16
STRAND		Composition—Grade 4
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.4.5.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

		<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
STRAND		Composition—Grade 4
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.4.6.	<p>Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16
STRAND		Composition—Grade 4
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	<p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • 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 03 • Unit 4: Day 04

		<ul style="list-style-type: none"> • 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 13 • Unit 4: Day 14 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 13 • 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 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
STRAND		Language—Grade 4
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.a.	<p>Use relative pronouns and relative adverbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
INDICATOR	L.4.1.b.	<p>Use the progressive verb tenses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 06 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 6: Day 08
INDICATOR	L.4.1.c.	<p>Use modal auxiliaries to convey various conditions, such as can, may and must.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3b: Day 11 • Unit 4: Day 10 • Unit 5: Day 09

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 04 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 08
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01 • Unit 5: Day 09
INDICATOR	L.4.1.g.	Use frequently confused words, such as to, too, two; there, their, they're. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 10 • Unit 4: Day 10 • Unit 5: Day 09
STRAND		Language—Grade 4
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09 • Unit 6: Day 08
INDICATOR	L.4.2.b.	Use commas and quotation marks to indicate direct speech and quotations for a text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 1: Day 07 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 5: Day 05

		<ul style="list-style-type: none"> • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 09
STRAND		Language—Grade 4
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	<p>Choose words and phrases to convey ideas precisely.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 3a: Day 04 • Unit 3a: Day 07 • Unit 3a: Day 09 • 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 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • 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	L.4.3.b.	<p>Choose punctuation for effect.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05
STRAND		Language—Grade 4
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal

		precise actions and that are basic to a particular topic. <u>Writing City</u> <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 3b: Day 17 • 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
STRAND		Language—Grade 4
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
INDICATOR	L.4.5.a.	Explain the meaning of simple similes and metaphors in context. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 3a: Day 09
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 03 • Unit 3a: Day 07

Kentucky Academic Standards

Language Arts

Grade: 5 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 5
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> <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

		<ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND		Reading Standards for Literature—Grade 5
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.5.2.	<p>Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
STRAND		Reading Standards for Literature—Grade 5
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.5.3.	<p>Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
STRAND		Reading Standards for Literature—Grade 5
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RL.5.9.	<p>Compare/contrast stories in the same genre on their approaches to similar themes and topics.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
STRAND		Reading Standards for Literature—Grade 5
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.5.10.	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</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
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary,

		paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking. <u>Writing City</u> <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 • 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
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. <u>Writing City</u> <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
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. <u>Writing City</u> <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

		<ul style="list-style-type: none"> • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.5.9.	<p>Integrate information from several texts on the same theme or topic.</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
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.
INDICATOR	C.5.1.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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

		<ul style="list-style-type: none"> • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 01 • Unit 4: Day 04 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15 • 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
INDICATOR	C.5.1.c.	<p>Provide logically ordered reasons that are supported by facts and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 14 • Unit 4: Day 15
INDICATOR	C.5.1.d.	<p>Use grade-appropriate transitions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR	C.5.1.e.	<p>Provide a concluding section.</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
INDICATOR	C.5.1.f.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 14 • Unit 2: Day 15 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 05

		<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 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 • 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 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 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15 • Unit 6: Day 16
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. <u>Writing City</u> • Unit 1: Day 02

		<ul style="list-style-type: none"> • 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 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 04 • 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 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
INDICATOR	C.5.2.b.	<p>Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	C.5.2.c.	<p>Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</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

		<ul style="list-style-type: none"> • 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 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	C.5.2.d.	<p>Use grade-appropriate conjunctions to develop text structure within sentences.</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	C.5.2.e.	<p>Use grade-appropriate transitions to develop text structure across paragraphs.</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	C.5.2.g.	<p>Provide a concluding section.</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
INDICATOR	C.5.2.h.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08

		<ul style="list-style-type: none"> • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 14 • Unit 2: Day 15 • 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 • 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 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 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 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15 • Unit 6: Day 16
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes

STANDARD / ORGANIZER	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</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 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • 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 02 • 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
INDICATOR	C.5.3.b.	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</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	C.5.3.c.	<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 • Unit 5: Day 06 • Unit 5: Day 07
INDICATOR	C.5.3.d.	<p>Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 1: Day 05 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 09 • Unit 2: Day 15 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • 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
INDICATOR	C.5.3.e.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • 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 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 3a: Day 04 • Unit 3a: Day 06

		<ul style="list-style-type: none"> • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
INDICATOR	C.5.3.f.	<p>Provide a conclusion that follows the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 2: Day 12 • Unit 5: Day 08
INDICATOR	C.5.3.g.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • 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 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 • 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

		<ul style="list-style-type: none"> • 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
STRAND		Composition—Grade 5
CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	<p>With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16
STRAND		Composition—Grade 5
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</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
STRAND		Composition—Grade 5
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	<p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • 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 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
- 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 01
- Unit 6: Day 02
- Unit 6: Day 03
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- Unit 6: Day 09
- Unit 6: Day 10
- Unit 6: Day 11
- Unit 6: Day 12
- Unit 6: Day 13
- Unit 6: Day 14

		<ul style="list-style-type: none"> • Unit 6: Day 15 • Unit 6: Day 16
STRAND		Language—Grade 5
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	<p>Explain the function of conjunctions, prepositions and interjections in a grade-level text.</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
INDICATOR	L.5.1.b.	<p>Use the perfect verb tenses.</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	L.5.1.c.	<p>Use verb tense 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 15 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 15
INDICATOR	L.5.1.d.	<p>Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</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 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12

		<ul style="list-style-type: none"> • Unit 6: Day 13 • Unit 6: Day 15
STRAND		Language—Grade 5
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.a.	<p>Use punctuation to separate items in a series.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 6: Day 15
INDICATOR	L.5.2.b.	<p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 • Unit 2: Day 05 • Unit 3a: Day 09 • Unit 5: Day 04 • Unit 5: Day 06
INDICATOR	L.5.2.c.	<p>Use a comma 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 5: Day 04 • Unit 5: Day 06
INDICATOR	L.5.2.e.	<p>Use strategies and resources (print and electronic) to identify and correct spelling errors.</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
STRAND		Language—Grade 5
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	<p>Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 14 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 09 • Unit 4: Day 10 • Unit 4: Day 11

		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 5: Day 07 • Unit 6: Day 05
STRAND		Language—Grade 5
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.5.4.b.	Use common affixes and roots as clues to the meaning of a word. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
INDICATOR	L.5.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 3b: Day 01 • Unit 3b: Day 03
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 03 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 11 • Unit 3b: Day 03 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 14
STRAND		Language—Grade 5
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.5.5.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.
INDICATOR	L.5.5.a.	Interpret figurative language, including similes and metaphors, in context. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03
INDICATOR	L.5.5.b.	Recognize and explain the meaning of common idioms, adages, and proverbs. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 08

INDICATOR	L.5.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms. <u>Writing City</u> • Unit 5: Day 07
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