

Main Criteria: Minnesota Academic Standards

Secondary Criteria: Writing City

Subject: Language Arts

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

Correlation Options: Show Correlated

Minnesota Academic Standards

Language Arts

Grade: K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	0.6.1.1.	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</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
INDICATORS OF PROGRESS / STRAND	0.6.2.2.	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none">• Unit 3b: Day 01• Unit 3b: Day 02• Unit 3b: Day 03• Unit 3b: Day 04• Unit 3b: Day 05• Unit 3b: Day 06• Unit 3b: Day 07• Unit 3b: Day 08• Unit 3b: Day 09
INDICATORS OF PROGRESS / STRAND	0.6.3.3.	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none">• 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

		<ul style="list-style-type: none"> • 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 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	0.6.5.5.	<p>With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10
INDICATORS OF PROGRESS / STRAND	0.6.6.6.	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	0.6.7.7.	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02

		<ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 09
INDICATORS OF PROGRESS / STRAND	0.6.8.8.	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Writing City</u></p> <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
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.a.	<p>Print many upper- and lowercase letters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 05 • Unit 1: Day 06 • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2b: Day 01 • Unit 2b: Day 02 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	0.10.1.1.b.	<p>Use frequently occurring nouns and verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 05
INDICATORS OF PROGRESS	0.10.1.1.c.	<p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><u>Writing City</u></p> <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
INDICATORS OF PROGRESS	0.10.1.1.d.	<p>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • 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
INDICATORS OF PROGRESS	0.10.1.1.e.	<p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</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

		<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
INDICATORS OF PROGRESS	0.10.1.1.f.	<p>Produce and expand complete sentences in shared language activities.</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
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2.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
INDICATORS OF PROGRESS	0.10.2.2.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

		<ul style="list-style-type: none"> • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • 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
<p>INDICATORS OF PROGRESS</p>	<p>0.10.2.2.c.</p>	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</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

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	0.10.2.2.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 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 6: Day 10
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5.b.	<p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06

Minnesota Academic Standards

Language Arts

Grade: 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition

INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.g.	Recognize and read grade-appropriate irregularly spelled words, including high- frequency words. <u>Writing City</u> <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
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>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 • Unit 4: Day 11 • Unit 4: Day 12
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 06 • Unit 3: Day 01 • Unit 3: Day 02 • 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 10 • Unit 3: Day 11 • Unit 3: Day 12

		<ul style="list-style-type: none"> • Unit 3: Day 13 • Unit 3: Day 14
INDICATORS OF PROGRESS / STRAND	1.6.3.3.	<p>Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • 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
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 12 • Unit 2b: 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

INDICATORS OF PROGRESS / STRAND	1.6.6.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>Writing City</u> • Unit 6: Day 10
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <u>Writing City</u> • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Writing City</u> • 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
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters. <u>Writing City</u> • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns. <u>Writing City</u> • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 3: Day 03

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	1.10.1.1.c.	<p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</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
INDICATORS OF PROGRESS	1.10.1.1.d.	<p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 11
INDICATORS OF PROGRESS	1.10.1.1.e.	<p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</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
INDICATORS OF PROGRESS	1.10.1.1.f.	<p>Use frequently occurring adjectives.</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

		<ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
INDICATORS OF PROGRESS	1.10.1.1.g.	<p>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><u>Writing City</u></p> <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
INDICATORS OF PROGRESS	1.10.1.1.h.	<p>Use determiners (e.g., articles, demonstratives).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 03
INDICATORS OF PROGRESS	1.10.1.1.i.	<p>Use frequently occurring prepositions (e.g., during, beyond, toward).</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 09 • Unit 4: Day 10 • Unit 4: Day 11
INDICATORS OF PROGRESS	1.10.1.1.j.	<p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06 • Unit 6: Day 03 • Unit 6: Day 07 • Unit 6: Day 08
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.a.	<p>Capitalize dates and names of people.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 03 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	1.10.2.2.b.	<p>Use end punctuation for sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 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
INDICATORS OF PROGRESS	1.10.2.2.c.	<p>Use 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
INDICATORS OF PROGRESS	1.10.2.2.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 1: Day 01 • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 05 • Unit 1: Day 06 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 13

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	1.10.2.2.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 • 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
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5.c.	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 06
INDICATORS OF PROGRESS	1.10.5.5.d.	<p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02

		<ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p> <p><u>Writing City</u></p> <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

**Minnesota Academic Standards
Language Arts**

Grade: 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.1.1.	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13
INDICATORS OF PROGRESS / STRAND	2.6.2.2.	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</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

		<ul style="list-style-type: none"> • 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
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by 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 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 3a: Day 13 • 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 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 4: Day 01 • Unit 4: Day 02

		<ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 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 15 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11
INDICATORS OF PROGRESS / STRAND	2.6.6.6.	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, 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
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</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
INDICATORS OF PROGRESS / STRAND	2.6.8.8.	<p>Recall information from experiences or gather information from provided sources to answer a question.</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

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 07
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	<p>Use collective nouns (e.g., group).</p> <p><u>Writing City</u></p> <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
INDICATORS OF PROGRESS	2.10.1.1.b.	<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 07 • Unit 3a: Day 12 • Unit 3b: Day 02 • Unit 5: Day 04 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 02
INDICATORS OF PROGRESS	2.10.1.1.c.	<p>Use reflexive pronouns (e.g., myself, ourselves).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13
INDICATORS OF PROGRESS	2.10.1.1.d.	<p>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 10 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 09 • Unit 5: Day 10
INDICATORS OF PROGRESS	2.10.1.1.e.	<p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><u>Writing City</u></p> <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

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	2.10.1.1.f.	<p>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 04 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2.a.	<p>Capitalize holidays, product names, and geographic names.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 3b: Day 10 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15
INDICATORS OF PROGRESS	2.10.2.2.b.	<p>Use commas in greetings and closings of letters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13
INDICATORS OF PROGRESS	2.10.2.2.c.	<p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 11

		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10
INDICATORS OF PROGRESS	2.10.2.2.d.	<p>Generalize learned spelling patterns when writing words (e.g., cage->badge; boy->boil).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 08 • Unit 3b: Day 15 • Unit 5: Day 04 • Unit 5: Day 06
INDICATORS OF PROGRESS	2.10.2.2.e.	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 10
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	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.
INDICATORS OF PROGRESS	2.10.4.4.e.	<p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 6: Day 01 • Unit 6: Day 02

Minnesota Academic Standards

Language Arts

Grade: 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.3.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	3.1.1.1.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 5: Day 18

		<ul style="list-style-type: none"> • Unit 5: Day 19 • Unit 5: Day 20
INDICATORS OF PROGRESS / STRAND	3.1.2.2.	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
INDICATORS OF PROGRESS / STRAND	3.1.3.3.	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21
CONTENT STANDARD / DOMAIN	MN.3.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	3.1.4.4.	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 19 • Unit 5: Day 20
INDICATORS OF PROGRESS / STRAND	3.1.5.5.	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18
INDICATORS OF PROGRESS / STRAND	3.1.6.6.	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18
CONTENT STANDARD / DOMAIN	MN.3.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.1.10.10.	<p>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
INDICATORS OF PROGRESS	3.1.10.10.a.	<p>Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
CONTENT STANDARD / DOMAIN	MN.3.2.	Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	3.2.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 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
INDICATORS OF PROGRESS / STRAND	3.2.2.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. <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
CONTENT STANDARD / DOMAIN	MN.3.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	3.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12
INDICATORS OF PROGRESS / STRAND	3.2.5.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18
CONTENT STANDARD / DOMAIN	MN.3.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.2.7.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16
INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

		<u>Writing City</u> • Unit 4: Day 12
INDICATORS OF PROGRESS / STRAND	3.2.9.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. <u>Writing City</u> • Unit 4: Day 13
CONTENT STANDARD / DOMAIN	MN.3.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
INDICATORS OF PROGRESS	3.2.10.10.a.	Self-select texts for personal enjoyment, interest, and academic tasks. <u>Writing City</u> • Unit 4: Day 12 • Unit 4: Day 13
CONTENT STANDARD / DOMAIN	MN.3.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-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 • Unit 4: Day 12 • Unit 4: Day 13
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.1.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
INDICATORS OF PROGRESS	3.W.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <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

INDICATORS OF PROGRESS	3.W.1.c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10
INDICATORS OF PROGRESS	3.W.1.d.	Provide a concluding statement or section. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <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 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
INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details. <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 10 • Unit 3a: Day 11 • Unit 3a: Day 12

		<ul style="list-style-type: none"> • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATORS OF PROGRESS	3.W.2.c.	<p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</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
INDICATORS OF PROGRESS	3.W.2.d.	<p>Provide a concluding statement or 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
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	3.W.3.a.	<p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</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

		<ul style="list-style-type: none"> • 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
INDICATORS OF PROGRESS	3.W.3.b.	<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 • 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
INDICATORS OF PROGRESS	3.W.3.c.	<p>Use temporal words and phrases to signal event order.</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
INDICATORS OF PROGRESS	3.W.3.d.	<p>Provide a sense of closure.</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

		<ul style="list-style-type: none"> • Unit 5: Day 08 • Unit 5: Day 14
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 08 • 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 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 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 • 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 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 5: Day 14 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07

		<ul style="list-style-type: none"> • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
<p>INDICATORS OF PROGRESS / STRAND</p>	<p>3.6.5.5.</p>	<p>With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 41-42.)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 08 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 2: Day 13 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 04 • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14 • 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 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 16
INDICATORS OF PROGRESS / STRAND	3.6.6.6.	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	3.6.7.7.	<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
INDICATORS OF PROGRESS / STRAND	3.6.8.8.	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 14
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	3.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or

		a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	3.6.10.10.a.	<p>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 08 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 2: Day 13 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 04 • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14 • 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 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

		<ul style="list-style-type: none"> • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 16
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	3.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	3.8.7.7.b.	<p>Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a.	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</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
INDICATORS OF PROGRESS	3.10.1.1.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
INDICATORS OF PROGRESS	3.10.1.1.c.	<p>Use abstract nouns (e.g., childhood).</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

INDICATORS OF PROGRESS	3.10.1.1.d.	Form and use regular and irregular verbs. <u>Writing City</u> • Unit 5: Day 04 • Unit 5: Day 05
INDICATORS OF PROGRESS	3.10.1.1.e.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 5: Day 04
INDICATORS OF PROGRESS	3.10.1.1.f.	Ensure subject-verb and pronoun-antecedent agreement. <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 3a: Day 09
INDICATORS OF PROGRESS	3.10.1.1.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
INDICATORS OF PROGRESS	3.10.1.1.h.	Use coordinating and subordinating conjunctions. <u>Writing City</u> • Unit 1: Day 05 • Unit 2: Day 07 • Unit 2: Day 14 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 14 • Unit 5: Day 15
INDICATORS OF PROGRESS	3.10.1.1.i.	Produce simple, compound, and complex sentences. <u>Writing City</u> • Unit 1: Day 05 • Unit 1: Day 09 • Unit 2: Day 14 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	3.10.2.2.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

		<ul style="list-style-type: none"> • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 17
INDICATORS OF PROGRESS	3.10.2.2.b.	<p>Use commas in addresses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01
INDICATORS OF PROGRESS	3.10.2.2.c.	<p>Use commas and quotation marks in dialogue.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16 • Unit 5: Day 17
INDICATORS OF PROGRESS	3.10.2.2.d.	<p>Form and use possessives.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 17
INDICATORS OF PROGRESS	3.10.2.2.e.	<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</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
INDICATORS OF PROGRESS	3.10.2.2.f.	<p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) 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
INDICATORS OF PROGRESS	3.10.2.2.g.	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3a: Day 13

		<ul style="list-style-type: none"> • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 17
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	3.10.3.3.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
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	3.10.4.4.d.	<p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</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
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	3.10.5.5.c.	<p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 05 • Unit 3b: Day 08

CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.6.6.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 12 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16

Michigan Academic Standards

Language Arts

Grade: 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
GRADE LEVEL EXPECTATION	RL.4.3.	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>

		<u>Writing City</u> <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 / STANDARD CATEGORY	MI.CC.RL.4.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 13 </p>
STRAND / STANDARD CATEGORY	MI.CC.RL.4.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.4.9.	<p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 13 </p>
STRAND / STANDARD CATEGORY	MI.CC.RL.4.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><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 </p>
STRAND / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 </p>
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
GRADE LEVEL EXPECTATION	RI.4.3.	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</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 / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 17
GRADE LEVEL EXPECTATION	RI.4.5.	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19
GRADE LEVEL EXPECTATION	RI.4.6.	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</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 / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15

GRADE LEVEL EXPECTATION	RI.4.8.	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>Writing City</u></p> <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
GRADE LEVEL EXPECTATION	RI.4.9.	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</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 / STANDARD CATEGORY	MI.CC.RI.4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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 / STANDARD CATEGORY	MI.CC.RF.4.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	<p>Read on-level text with purpose and understanding.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	W.4.1(a)	<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
EXPECTATION	W.4.1(c)	<p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</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
EXPECTATION	W.4.1(d)	<p>Provide a concluding statement or section related to the opinion presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 08
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	<p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</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 • 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
EXPECTATION	W.4.2(b)	<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

		<ul style="list-style-type: none"> • 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
EXPECTATION	W.4.2(c)	<p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</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
EXPECTATION	W.4.2(d)	<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
EXPECTATION	W.4.2(e)	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 03 • Unit 3a: Day 04

		<ul style="list-style-type: none"> • Unit 3a: Day 05 • Unit 3b: Day 02 • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 6: Day 13
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</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
EXPECTATION	W.4.3(b)	<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 03 • Unit 1: Day 04 • 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 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 10
EXPECTATION	W.4.3(c)	<p>Use a variety of 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 02 • Unit 1: Day 03 • Unit 2: Day 05 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3a: Day 01 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 10

EXPECTATION	W.4.3(d)	<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
EXPECTATION	W.4.3(e)	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 09 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 10
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</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 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

		<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 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 • 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
<p>GRADE LEVEL EXPECTATION</p>	<p>W.4.5.</p>	<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 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

		<ul style="list-style-type: none"> • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 14 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 11 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15 • Unit 6: Day 16 • Unit 6: Day 17
GRADE LEVEL EXPECTATION	W.4.6.	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 • Unit 6: Day 16
STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.7.	<p>Conduct short research projects that 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 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
GRADE LEVEL EXPECTATION	W.4.8.	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07

STRAND / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	<p>Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</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
EXPECTATION	W.4.9(b)	<p>Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p><u>Writing City</u></p> <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 / STANDARD CATEGORY	MI.CC.W.4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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

		<ul style="list-style-type: none"> • 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 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
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STRAND / STANDARD CATEGORY	MI.CC.SL.4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.2.	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16
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STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1(a)	<p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07
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		<ul style="list-style-type: none"> • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
EXPECTATION	L.4.1(b)	<p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) 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
EXPECTATION	L.4.1(c)	<p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</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
EXPECTATION	L.4.1(d)	<p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 04 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 08
EXPECTATION	L.4.1(e)	<p>Form and use prepositional phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 09 • Unit 4: Day 09 • Unit 5: Day 07 • Unit 6: Day 08
EXPECTATION	L.4.1(f)	<p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><u>Writing City</u></p> <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
EXPECTATION	L.4.1(g)	<p>Correctly use frequently confused words (e.g., to, too, two; there, their).</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 3a: Day 10 • Unit 3b: Day 10 • Unit 4: Day 10 • Unit 5: Day 09

STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	<p>Use correct capitalization.</p> <p><u>Writing City</u></p> <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
EXPECTATION	L.4.2(b)	<p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 10 • Unit 3a: Day 08 • Unit 5: Day 05 • Unit 5: Day 09
EXPECTATION	L.4.2(c)	<p>Use a comma before a coordinating conjunction in a compound sentence.</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 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 6: Day 08
EXPECTATION	L.4.2(d)	<p>Spell grade-appropriate words correctly, consulting references as needed.</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 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09
STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	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

		<ul style="list-style-type: none"> • 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
EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(a)	<p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 3a: Day 09
EXPECTATION	L.4.5(c)	<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 03 • Unit 3a: Day 07
STRAND / STANDARD CATEGORY	MI.CC.L.4.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

		<p>Writing City</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 3b: Day 17 • 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
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Michigan Academic Standards

Language Arts

Grade: 5 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.5.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Writing City</p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 14 • Unit 4: Day 15
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
GRADE LEVEL EXPECTATION	RL.5.3.	<p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 21 • Unit 2: Day 22 • Unit 5: Day 10
STRAND / STANDARD CATEGORY	MI.CC.RL.5.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.4.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03
STRAND / STANDARD CATEGORY	MI.CC.RL.5.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.5.9.	<p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) 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 / STANDARD CATEGORY	MI.CC.RL.5.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</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 / STANDARD CATEGORY	MI.CC.RI.5.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3b: Day 12 • Unit 3b: Day 13

		<ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 14 • Unit 4: Day 15
GRADE LEVEL EXPECTATION	RI.5.2.	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • 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 / STANDARD CATEGORY	MI.CC.RI.5.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.5.	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</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
GRADE LEVEL EXPECTATION	RI.5.6.	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD CATEGORY	MI.CC.RI.5.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • 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
GRADE LEVEL EXPECTATION	RI.5.9.	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</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 / STANDARD CATEGORY	MI.CC.RI.5.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</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 / STANDARD CATEGORY	MI.CC.RF.5.	Reading Standards: Foundational Skills

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.5.3(a)	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <u>Writing City</u> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD CATEGORY	MI.CC.RF.5.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding. <u>Writing City</u> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 04 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15
EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details. <u>Writing City</u> • Unit 4: Day 01
EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 08 • Unit 4: Day 09
EXPECTATION	W.5.1(d)	Provide a concluding statement or section related to the opinion presented. <u>Writing City</u>

		<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
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	<p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</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
EXPECTATION	W.5.2(b)	<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 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 05 • Unit 4: Day 14 • Unit 4: Day 15 • Unit 6: Day 08 • Unit 6: Day 09

		<ul style="list-style-type: none"> • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
EXPECTATION	W.5.2(c)	<p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</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
EXPECTATION	W.5.2(d)	<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 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
EXPECTATION	W.5.2(e)	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 07 • Unit 3b: Day 08
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</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

EXPECTATION	W.5.3(b)	<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 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
EXPECTATION	W.5.3(c)	<p>Use a variety of 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 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
EXPECTATION	W.5.3(d)	<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 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
EXPECTATION	W.5.3(e)	<p>Provide a conclusion that follows from the narrated experiences or events.</p>

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</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 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 01 • Unit 4: Day 04 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15 • 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 08

		<ul style="list-style-type: none"> • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
<p>GRADE LEVEL EXPECTATION</p>	<p>W.5.5.</p>	<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 • 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

		<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 • 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
GRADE LEVEL EXPECTATION	W.5.6.	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	<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
GRADE LEVEL EXPECTATION	W.5.8.	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 01 • 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 09 • Unit 6: Day 10 • Unit 6: Day 12 • Unit 6: Day 13
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 13
EXPECTATION	W.5.9(b)	<p>Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 01 • 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 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 12 • Unit 6: Day 13
STRAND / STANDARD CATEGORY	MI.CC.W.5.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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

		<ul style="list-style-type: none"> • 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 • 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 / STANDARD CATEGORY	MI.CC.SL.5.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <u>Writing City</u> • Unit 3a: Day 01
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. <u>Writing City</u> • 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
EXPECTATION	L.5.1(b)	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. <u>Writing City</u> • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 5: Day 04
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions. <u>Writing City</u> • 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
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense. <u>Writing City</u> • 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
EXPECTATION	L.5.1(e)	<p>Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 09 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 06 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	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
EXPECTATION	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
EXPECTATION	L.5.2(c)	<p>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 06
EXPECTATION	L.5.2(d)	<p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 • Unit 2: Day 15 • Unit 3b: Day 10 • Unit 5: Day 04 • Unit 6: Day 15

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <u>Writing City</u> <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 • Unit 4: Day 12 • Unit 5: Day 07 • Unit 6: Day 05
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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 a range of strategies.
EXPECTATION	L.5.4(b)	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 3b: Day 01 • Unit 3b: Day 03
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	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
EXPECTATION	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
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 07
STRAND / STANDARD CATEGORY	MI.CC.L.5.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>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