

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Writing City

Subject: Language Arts

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

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Language Arts

Grade: K - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.KW.	Kindergarten Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	KW6.	Ask questions and participate in shared research to answer questions and to build knowledge. <u>Writing City</u> <ul style="list-style-type: none">• Unit 6: Day 01• Unit 6: Day 02• Unit 6: Day 05• Unit 6: Day 06• Unit 6: Day 09
STANDARD / CONCEPTUAL UNDERSTANDING	KW7.	Recall relevant information from experiences or gather information from provided sources to answer a question. <u>Writing City</u> <ul style="list-style-type: none">• Unit 6: Day 01• Unit 6: Day 02• Unit 6: Day 04• Unit 6: Day 05• Unit 6: Day 06• Unit 6: Day 09
STRAND / DOMAIN / UNIFYING THEME	NY.KL.	Kindergarten Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	KL1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten→Grade 2:
EXPECTATION / CONTENT SPECIFICATION	KL1.1.	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters. <u>Writing City</u> <ul style="list-style-type: none">• Unit 1: Day 01• Unit 1: Day 02• Unit 1: Day 03• Unit 1: Day 04• Unit 1: Day 05• Unit 1: Day 06• Unit 2a: Day 01• Unit 2a: Day 02• Unit 2a: Day 03• Unit 2a: Day 04• Unit 2a: Day 05• Unit 2a: Day 06• Unit 2a: Day 07• Unit 2a: Day 08• Unit 2a: Day 09• Unit 2a: Day 10

		<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 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
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>KL1.3.</p>	<p>Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).</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
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>KL1.4.</p>	<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07

		<ul style="list-style-type: none"> • Unit 3a: Day 08 • Unit 3a: Day 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
EXPECTATION / CONTENT SPECIFICATION	KL1.6.	<p>Understand and use interrogatives (question words—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
EXPECTATION / CONTENT SPECIFICATION	KL1.7.	<p>Use frequently occurring prepositions orally (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 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10
EXPECTATION / CONTENT SPECIFICATION	KL1.8.	<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
STRAND / DOMAIN / UNIFYING THEME	NY.KL.	Kindergarten Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	KL2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	KL2.1.	Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the

		<p>pronoun I. → Capitalize names, places, and holidays.</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
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>KL2.3.</p>	<p>Recognize and name end punctuation. →Use end punctuation for sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 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

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 10
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>KL2.4.</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 • 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
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>KL2.5.</p>	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → 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 3a: Day 01

		<ul style="list-style-type: none"> • 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
STRAND / DOMAIN / UNIFYING THEME	NY.KL.	Kindergarten Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	KL5.	Explore and discuss word relationships and word meanings.
EXPECTATION / CONTENT SPECIFICATION	KL5b.	<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

New York State Learning Standards and Core Curriculum

Language Arts

Grade: 1 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.1W.	1st Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1W1.	<p>Write an opinion on a topic; give two or more reasons to support that opinion.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12
STANDARD / CONCEPTUAL UNDERSTANDING	1W2.	<p>Write an informative/explanatory text to introduce a topic, supplying some facts to develop points.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05

		<ul style="list-style-type: none"> • 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 • Unit 3: Day 13 • Unit 3: Day 14
STANDARD / CONCEPTUAL UNDERSTANDING	1W3.	<p>Write narratives which recount real or imagined experiences or events or a short sequence of events.</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
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten→Grade 2:
EXPECTATION / CONTENT SPECIFICATION	1L1.1.	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase

		<p>letters.</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
EXPECTATION / CONTENT SPECIFICATION	1L1.2.	<p>Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03
EXPECTATION / CONTENT SPECIFICATION	1L1.7.	<p>Use frequently occurring prepositions orally (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 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11
EXPECTATION / CONTENT SPECIFICATION	1L1.8.	<p>Produce and expand complete sentences in shared language activities.</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
EXPECTATION / CONTENT SPECIFICATION	1L1.9.	<p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).</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

EXPECTATION / CONTENT SPECIFICATION	1L1.10.	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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>Writing City</u> • Unit 3: Day 08 • Unit 3: Day 11
EXPECTATION / CONTENT SPECIFICATION	1L1.11.	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. <u>Writing City</u> • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
EXPECTATION / CONTENT SPECIFICATION	1L1.12.	Use frequently occurring conjunctions (e.g., and, but, or, so because). <u>Writing City</u> • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 06 • Unit 4: Day 11
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	1L2.1.	Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays. <u>Writing City</u> • Unit 2a: Day 03 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 5: Day 01

		<ul style="list-style-type: none"> • 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
<p>EXPECTATION / CONTENT SPECIFICATION</p>	1L2.3.	<p>Recognize and name end punctuation. →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
<p>EXPECTATION / CONTENT SPECIFICATION</p>	1L2.4.	<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 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05
<p>EXPECTATION / CONTENT SPECIFICATION</p>	1L2.5.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. →Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.→ 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 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
EXPECTATION / CONTENT SPECIFICATION	1L2.6.	<p>Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.</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
EXPECTATION / CONTENT SPECIFICATION	1L2.7.	<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 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	1L5d.	<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 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08

STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L6.	<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., 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

**New York State Learning Standards and Core Curriculum
Language Arts**

Grade: 2 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.2W.	2nd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	2W2.	<p>Write informative/explanatory texts that introduce a topic, use facts and other information 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 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09
STANDARD / CONCEPTUAL UNDERSTANDING	2W3.	<p>Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p>

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12
STRAND / DOMAIN / UNIFYING THEME	NY.2W.	2nd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	2W6.	<p>Ask questions and participate in shared research to answer questions and to build knowledge.</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
STANDARD / CONCEPTUAL UNDERSTANDING	2W7.	<p>Recall relevant 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 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English

STANDARD / CONCEPTUAL UNDERSTANDING	2L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten→Grade 2:
EXPECTATION / CONTENT SPECIFICATION	2L1.2.	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. →Use common, proper, and possessive nouns. → Use collective nouns (e.g., group). <u>Writing City</u> • Unit 3a: Day 01 • Unit 6: Day 02 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
EXPECTATION / CONTENT SPECIFICATION	2L1.4.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). <u>Writing City</u> • 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
EXPECTATION / CONTENT SPECIFICATION	2L1.8.	Produce and expand complete sentences in shared language activities. <u>Writing City</u> • 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
EXPECTATION / CONTENT SPECIFICATION	2L1.9.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). <u>Writing City</u> • 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
EXPECTATION / CONTENT SPECIFICATION	2L1.10.	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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <u>Writing City</u> • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 05

		<ul style="list-style-type: none"> • Unit 2: Day 10 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 09 • Unit 5: Day 10
EXPECTATION / CONTENT SPECIFICATION	2L1.11.	<p>Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.</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 • Unit 3a: Day 12 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	2L2.1.	<p>Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.</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
EXPECTATION / CONTENT SPECIFICATION	2L2.5.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → 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
EXPECTATION / CONTENT SPECIFICATION	2L2.7.	<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 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10
EXPECTATION / CONTENT SPECIFICATION	2L2.8.	<p>Consult reference materials as needed to check and correct spellings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 10
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	2L4e.	<p>Use glossaries and beginning dictionaries 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
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</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 • 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

		<ul style="list-style-type: none"> • Unit 6: Day 09 • Unit 6: Day 10
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New York State Learning Standards and Core Curriculum

Language Arts

Grade: 3 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.3R.	3rd Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	3R1.	<p>Ask and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)</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 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 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
STANDARD / CONCEPTUAL UNDERSTANDING	3R2.	<p>Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
STANDARD / CONCEPTUAL UNDERSTANDING	3R3.	<p>In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13
STRAND / DOMAIN / UNIFYING THEME	NY.3R.	3rd Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDING	3R4.	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) <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 5: Day 19 • Unit 5: Day 20
STANDARD / CONCEPTUAL UNDERSTANDING	3R5.	In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI) <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
STANDARD / CONCEPTUAL UNDERSTANDING	3R6.	Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 18
STRAND / DOMAIN / UNIFYING THEME	NY.3R.	3rd Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	3R7.	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21
STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	3W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	3W2b.	Develop a topic with facts, definitions, and details; include illustrations when useful for 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 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03

		<ul style="list-style-type: none"> • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 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
EXPECTATION / CONTENT SPECIFICATION	3W2d.	<p>Use linking words and phrases 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
EXPECTATION / CONTENT SPECIFICATION	3W2e.	<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
STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	3W3.	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	3W3b.	<p>Use 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

		<ul style="list-style-type: none"> • 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
EXPECTATION / CONTENT SPECIFICATION	3W3c.	<p>Use words and phrases related to time to signal event order.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 2: Day 05 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 09
STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	3W7.	<p>Recall relevant information from experiences or gather information from multiple 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 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
STRAND / DOMAIN / UNIFYING THEME	NY.3SL.	3rd Grade Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	3SL2.	<p>Determine the main ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 18
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	3L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	3L1.2.	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 01

		<ul style="list-style-type: none"> • 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
EXPECTATION / CONTENT SPECIFICATION	3L1.5.	<p>Form and use regular and irregular plural nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 01 • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
EXPECTATION / CONTENT SPECIFICATION	3L1.6.	<p>Use abstract nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 01 • Unit 6: Day 09
EXPECTATION / CONTENT SPECIFICATION	3L1.7.	<p>Form and use regular and irregular verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 05
EXPECTATION / CONTENT SPECIFICATION	3L1.8.	<p>Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 5: Day 04
EXPECTATION / CONTENT SPECIFICATION	3L1.11.	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 5: Day 04
EXPECTATION / CONTENT SPECIFICATION	3L1.12.	<p>Recognize and correct inappropriate shifts in verb tense.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 5: Day 04
EXPECTATION / CONTENT SPECIFICATION	3L1.13.	<p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 3a: Day 09
EXPECTATION / CONTENT SPECIFICATION	3L1.14.	<p>Use coordinating and subordinating conjunctions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 07

		<ul style="list-style-type: none"> • Unit 2: Day 14 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 14 • Unit 5: Day 15
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	3L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	3L2.1.	<p>Capitalize appropriate words in titles.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 11 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 17
EXPECTATION / CONTENT SPECIFICATION	3L2.3.	<p>Use commas in addresses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01
EXPECTATION / CONTENT SPECIFICATION	3L2.4.	<p>Use commas and quotation marks in dialogue. → 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 2: Day 03 • Unit 2: Day 04 • Unit 5: Day 04 • Unit 5: Day 17
EXPECTATION / CONTENT SPECIFICATION	3L2.8.	<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
EXPECTATION / CONTENT SPECIFICATION	3L2.9.	<p>Use conventional spelling for high-frequency and other studied words, and to add 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
EXPECTATION / CONTENT SPECIFICATION	3L2.10.	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p>

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	3L3a.	Choose words and phrases for effect. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	3L4d.	Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 14
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	3L5b.	Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L6.	<p>Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).</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

New York State Learning Standards and Core Curriculum

Language Arts

Grade: 4 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.4R.	4th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	4R1.	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

		<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 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 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
<p>STANDARD / CONCEPTUAL UNDERSTANDING</p>	<p>4R2.</p>	<p>Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • 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>STANDARD / CONCEPTUAL UNDERSTANDING</p>	<p>4R3.</p>	<p>In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</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 3b: Day 15 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 05 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
<p>STRAND / DOMAIN / UNIFYING THEME</p>	<p>NY.4R.</p>	<p>4th Grade Reading Standards (Literary and Informational Text)</p>

CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	4R4.	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) <u>Writing City</u> • Unit 3b: Day 17
STANDARD / CONCEPTUAL UNDERSTANDING	4R5.	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) <u>Writing City</u> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 5: Day 05
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W1.	Write an argument to support claim(s), using clear reasons and relevant evidence.
EXPECTATION / CONTENT SPECIFICATION	4W1b.	Use precise language and content-specific vocabulary. <u>Writing City</u> • Unit 3b: Day 06 • Unit 4: Day 07 • Unit 6: Day 10
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	4W2a.	Introduce a topic clearly and organize related information in paragraphs and sections. <u>Writing City</u> • Unit 3a: Day 02 • Unit 3b: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
EXPECTATION / CONTENT SPECIFICATION	4W2b.	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. <u>Writing City</u>

		<ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
EXPECTATION / CONTENT SPECIFICATION	4W2c.	<p>Use precise language and domain-specific vocabulary.</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 / CONTENT SPECIFICATION	4W2d.	<p>Use transitional words and phrases to connect ideas within categories of information.</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 / CONTENT SPECIFICATION	4W2e.	<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

		<ul style="list-style-type: none"> • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3b: Day 02 • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 6: Day 13
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	4W3b.	<p>Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3b: Day 08 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
EXPECTATION / CONTENT SPECIFICATION	4W3c.	<p>Use transitional words and phrases to manage the sequence of events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 2: Day 05 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3a: Day 01 • Unit 5: Day 06
EXPECTATION / CONTENT SPECIFICATION	4W3d.	<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 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 10 • Unit 2: Day 12 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 10
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes

STANDARD / CONCEPTUAL UNDERSTANDING	4W5.	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	4W7.	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. <u>Writing City</u> <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 / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	4L1.2.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 04 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 08
EXPECTATION / CONTENT SPECIFICATION	4L1.3.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <u>Writing City</u>

		<ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
EXPECTATION / CONTENT SPECIFICATION	4L1.9.	<p>Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</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 / CONTENT SPECIFICATION	4L1.15.	<p>Use and identify 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 / CONTENT SPECIFICATION	4L1.16.	<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 / CONTENT SPECIFICATION	4L1.17.	<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 / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	4L2.2.	<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

		<ul style="list-style-type: none"> • Unit 4: Day 10 • Unit 5: Day 09 • Unit 6: Day 08
EXPECTATION / CONTENT SPECIFICATION	4L2.5.	<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 / CONTENT SPECIFICATION	4L2.9.	<p>Use conventional spelling for high-frequency and other studied words, and to add 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 10 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09
EXPECTATION / CONTENT SPECIFICATION	4L2.10.	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → 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
EXPECTATION / CONTENT SPECIFICATION	4L2.11.	<p>Use quotation marks or italics to indicate titles of works.</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
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	4L3a.	<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

		<ul style="list-style-type: none"> • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 3a: Day 04 • Unit 3a: Day 07 • Unit 3a: Day 09 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
EXPECTATION / CONTENT SPECIFICATION	4L3b.	<p>Choose punctuation for effect.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	4L5a.	<p>Explain the meaning of simple similes and metaphors 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 / CONTENT SPECIFICATION	4L5c.	<p>Demonstrate understanding of words by relating them to their antonyms and 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 / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L6.	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and

		<p>that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 3a: Day 09 • 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 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
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**New York State Learning Standards and Core Curriculum
Language Arts**

Grade: 5 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	5R1.	<p>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 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

		<ul style="list-style-type: none"> • Unit 6: Day 07 • Unit 6: Day 08
STANDARD / CONCEPTUAL UNDERSTANDING	5R2.	<p>Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
STANDARD / CONCEPTUAL UNDERSTANDING	5R3.	<p>In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</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 / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	5R4.	<p>Determine the meaning of words, phrases, figurative language, academic, and domain- specific words and analyze their effect on meaning, tone, or mood. (RI&RL)</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
STANDARD / CONCEPTUAL UNDERSTANDING	5R6.	<p>In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 14
STRAND / DOMAIN / UNIFYING THEME	NY.5RF.	5th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	5RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	5RF3a.	<p>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.</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
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes

STANDARD / CONCEPTUAL UNDERSTANDING	5W1.	Write an argument to support claims with clear reasons and relevant evidence.
EXPECTATION / CONTENT SPECIFICATION	5W1c.	Use precise language and content-specific vocabulary while offering an opinion on a topic. <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
EXPECTATION / CONTENT SPECIFICATION	5W1d.	Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 10
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	5W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	5W2b.	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 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

		<ul style="list-style-type: none"> • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
EXPECTATION / CONTENT SPECIFICATION	5W2c.	<p>Use precise language and domain-specific vocabulary to explain a 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 / CONTENT SPECIFICATION	5W2d.	<p>Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</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 / CONTENT SPECIFICATION	5W2e.	<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 / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	5W3.	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	5W3a.	<p>Establish a situation and introduce a narrator and/or characters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 2: Day 04 • 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 / CONTENT SPECIFICATION	5W3b.	<p>Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04

		<ul style="list-style-type: none"> • 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 / CONTENT SPECIFICATION	5W3c.	<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 03 • Unit 2: Day 05 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07
EXPECTATION / CONTENT SPECIFICATION	5W3d.	<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 04 • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	5W5.	<p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 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

		<ul style="list-style-type: none"> • 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 / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	5L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	5L1.4.	<p>Explain the function of conjunctions, prepositions, and interjections in general, as well as in particular sentences.</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
EXPECTATION / CONTENT SPECIFICATION	5L1.8.	<p>Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 15
EXPECTATION / CONTENT SPECIFICATION	5L1.10.	<p>Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 5: Day 04
EXPECTATION / CONTENT SPECIFICATION	5L1.11.	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09

		<ul style="list-style-type: none"> • 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 / CONTENT SPECIFICATION	5L1.12.	<p>Recognize and correct inappropriate shifts in verb tense.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 15
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	5L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	5L2.6.	<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 / CONTENT SPECIFICATION	5L2.7.	<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 / CONTENT SPECIFICATION	5L2.9.	<p>Use conventional spelling for high-frequency and other studied words, and to add 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 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15

EXPECTATION / CONTENT SPECIFICATION	5L2.10.	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → 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
EXPECTATION / CONTENT SPECIFICATION	5L2.11.	Use quotation marks or italics to indicate titles of works. <u>Writing City</u> <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
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	5L3a.	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 / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	5L4b.	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 / CONTENT SPECIFICATION	5L4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) 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 / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	5L5a.	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 / CONTENT SPECIFICATION	5L5b.	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 / CONTENT SPECIFICATION	5L5c.	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 / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L6.	Acquire and accurately use general academic and content-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