

Main Criteria: Tennessee Academic Standards

Secondary Criteria: Writing City

Subject: Language Arts

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

Correlation Options: Show Correlated

Tennessee Academic Standards

Language Arts

Grade: **K** - Adopted: **2016**

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	K.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FL.WC.4.g.	Print many 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• 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

		<ul style="list-style-type: none"> • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	K.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	K.FL.SC.6.b.	<p>Follow one-to-one correspondence between voice and print when writing a sentence.</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
LEARNING EXPECTATION	K.FL.SC.6.h.	<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
LEARNING EXPECTATION	K.FL.SC.6.i.	<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
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA.7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. <u>Writing City</u> • Unit 5: Day 06
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	K.RL.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	K.RL.IKI.9.	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08

		<ul style="list-style-type: none"> • Unit 4: Day 09 • Unit 4: Day 10
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	K.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	K.RI.IKI.9.	<p>With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	K.W.TTP.2.	<p>With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	K.W.PDW.4.	<p>With guidance and support, produce clear and coherent writing in which the development, organization, and style 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 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

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	K.W.PDW.5.	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 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

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	K.W.PDW.6.	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. <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 • Unit 6: Day 10

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.7.	Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	K.W.RBPK.7.	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. <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

STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	K.W.RBPK.	Research to Build and Present Knowledge

GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	K.W.RBPK.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

**Tennessee Academic Standards
Language Arts**

Grade: 1 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.FL.PWR.	Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	1.FL.PWR.3.	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	1.FL.PWR.3.g.	<p>Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	1.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	1.FL.WC.4.a.	<p>Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</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

		<ul style="list-style-type: none"> • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 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
<p>LEARNING EXPECTATION</p>	<p>1.FL.WC.4.b.</p>	<p>Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.</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
<p>LEARNING EXPECTATION</p>	<p>1.FL.WC.4.c.</p>	<p>Spell words with inflectional endings.</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

		<ul style="list-style-type: none"> • 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
<p>LEARNING EXPECTATION</p>	<p>1.FL.WC.4.d.</p>	<p>Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.</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
<p>LEARNING EXPECTATION</p>	<p>1.FL.WC.4.e.</p>	<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

		<ul style="list-style-type: none"> • 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
LEARNING EXPECTATION	1.FL.WC.4.g.	<p>Print all upper and lowercase 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
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	1.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	1.FL.SC.6.a.	<p>Use common, proper, and possessive nouns.</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
LEARNING EXPECTATION	1.FL.SC.6.b.	<p>Use singular and plural nouns with correct verbs in basic sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 11 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11
LEARNING EXPECTATION	1.FL.SC.6.c.	<p>Use personal, possessive, and indefinite pronouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 • Unit 3: Day 08

		<ul style="list-style-type: none"> • 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
LEARNING EXPECTATION	1.FL.SC.6.d.	<p>Use verbs to convey a sense of past, present, and future.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 08 • Unit 3: Day 11
LEARNING EXPECTATION	1.FL.SC.6.e.	<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 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
LEARNING EXPECTATION	1.FL.SC.6.f.	<p>Use frequently occurring conjunctions.</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
LEARNING EXPECTATION	1.FL.SC.6.g.	<p>Use articles and demonstratives.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 03
LEARNING EXPECTATION	1.FL.SC.6.h.	<p>Use frequently occurring prepositions such as during, beyond, and 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
LEARNING EXPECTATION	1.FL.SC.6.i.	<p>Produce and expand 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
LEARNING EXPECTATION	1.FL.SC.6.j.	<p>Capitalize names of people and dates.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 06

		<ul style="list-style-type: none"> • 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
LEARNING EXPECTATION	1.FL.SC.6.k.	<p>End sentences with correct punctuation.</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
LEARNING EXPECTATION	1.FL.SC.6.l.	<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
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	1.FL.VA.7c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 06 • Unit 4: Day 11
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	1.W.TTP.1.	<p>With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	1.W.TTP.2.	<p>With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.</p> <p><u>Writing City</u></p> <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 • Unit 3: Day 13 • Unit 3: Day 14
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.TTP.	Text Types and Protocol

GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	1.W.TTP.3.	<p>With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	1.W.PDW.4.	<p>With guidance and support, produce clear and coherent writing in which the development, organization, and style 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 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

		<ul style="list-style-type: none"> • 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 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 • 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
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STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	1.W.PDW.	Production and Distribution of Writing
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GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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LEARNING EXPECTATION	1.W.PDW.5.	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 10 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 15 • Unit 3: Day 15 • Unit 3: Day 16 • Unit 4: Day 07 • Unit 4: Day 08
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		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 11 • Unit 6: Day 09 • Unit 6: Day 10
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	1.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	1.W.PDW.6.	<p>With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10

Tennessee Academic Standards

Language Arts

Grade: 2 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	2.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	2.FL.WC.4.a.	<p>Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</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
LEARNING EXPECTATION	2.FL.WC.4.b.	<p>Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</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
LEARNING EXPECTATION	2.FL.WC.4.e.	<p>Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09

		<ul style="list-style-type: none"> • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 10
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	2.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	2.FL.SC.6.a.	<p>Use collective nouns.</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
LEARNING EXPECTATION	2.FL.SC.6.b.	<p>Form and use frequently occurring irregular plural nouns.</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
LEARNING EXPECTATION	2.FL.SC.6.c.	<p>Use reflexive pronouns such as myself and 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
LEARNING EXPECTATION	2.FL.SC.6.d.	<p>Form and use the past tense of frequently occurring irregular verbs.</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
LEARNING EXPECTATION	2.FL.SC.6.e.	<p>Use adjectives and adverbs correctly.</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

		<ul style="list-style-type: none"> • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
LEARNING EXPECTATION	2.FL.SC.6.h.	<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
LEARNING EXPECTATION	2.FL.SC.6.i.	<p>Use commas in the greeting and closing of a letter.</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
LEARNING EXPECTATION	2.FL.SC.6.j.	<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
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	2.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	2.FL.VA.7a.v.	<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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	2.W.TTP.3.	Write narratives recounting an event or short sequence of events.
INDICATOR	2.W.TTP.3.b.	<p>Use time order words 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 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 / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	2.W.PDW.4.	<p>With guidance and support, produce clear and coherent writing in which the development, organization, and style 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 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

		<ul style="list-style-type: none"> • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • 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 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 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	2.W.PDW.6.	<p>With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.</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 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 12
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	2.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.7.	Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	2.W.RBPK.7.	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	2.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	2.W.RBPK.8.	Recall information from experiences or gather information from provided sources to answer a question. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07

**Tennessee Academic Standards
Language Arts**

Grade: 3 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11

LEARNING EXPECTATION	3.FL.WC.4.c.	Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 17
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.F.	Fluency
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.F.5.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	3.FL.F.5.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 12 • Unit 4: Day 13
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. <u>Writing City</u> <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
LEARNING EXPECTATION	3.FL.SC.6.b.	Form and use regular and irregular plural nouns. <u>Writing City</u> <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
LEARNING EXPECTATION	3.FL.SC.6.c.	Use abstract nouns. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07

		<ul style="list-style-type: none"> • Unit 2: Day 01 • Unit 6: Day 09
LEARNING EXPECTATION	3.FL.SC.6.d.	<p>Form and use regular and irregular verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 05
LEARNING EXPECTATION	3.FL.SC.6.e.	<p>Form and use simple verb tenses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 5: Day 04
LEARNING EXPECTATION	3.FL.SC.6.f.	<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
LEARNING EXPECTATION	3.FL.SC.6.g.	<p>Form and use comparative and superlative adjectives and adverbs correctly.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 08
LEARNING EXPECTATION	3.FL.SC.6.h.	<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 • Unit 2: Day 14 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 14 • Unit 5: Day 15
LEARNING EXPECTATION	3.FL.SC.6.i.	<p>Produce simple, compound, and complex sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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
LEARNING EXPECTATION	3.FL.SC.6.j.	<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
LEARNING EXPECTATION	3.FL.SC.6.k.	<p>Use commas in addresses.</p>

		<u>Writing City</u> • Unit 3b: Day 01
LEARNING EXPECTATION	3.FL.SC.6.i.	Use commas and quotation marks in dialogue. <u>Writing City</u> • Unit 2: Day 03 • Unit 2: Day 04 • Unit 5: Day 04 • Unit 5: Day 17
LEARNING EXPECTATION	3.FL.SC.6.m.	Form and use possessives. <u>Writing City</u> • 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
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.FL.VA.7a.iv.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <u>Writing City</u> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 14
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7b.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.FL.VA.7b.iii.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <u>Writing City</u> • Unit 3b: Day 05 • Unit 3b: Day 08
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful

		word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7c.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</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
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	3.RL.KID.1.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	3.RL.KID.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

STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	3.RL.KID.3.	Describe characters in a story and explain how their actions contribute to the sequence of events. <u>Writing City</u> • Unit 2: Day 20 • Unit 2: Day 21
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	3.RL.CS.6.	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. <u>Writing City</u> • Unit 2: Day 18
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	3.RL.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	3.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. <u>Writing City</u> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	3.RI.KID.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. <u>Writing City</u> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.KID.	Key Ideas and Details

GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	3.RI.KID.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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	3.RI.CS.4.	Determine the meaning of 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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	3.RI.CS.5.	Use text features 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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	3.RI.IKI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of a text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 12 • Unit 4: Day 13
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.IKI.	Integration of Knowledge and Ideas

GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	3.RI.IKI.8.	Explain how reasons support specific points an author makes in a text. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	3.RI.IKI.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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	3.RI.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	3.RI.RRTC.10.	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. <u>Writing City</u> • Unit 4: Day 12 • Unit 4: Day 13
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	3.W.TTP.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
INDICATOR	3.W.TTP.1.b.	Develop an opinion with reasons that support the opinion. <u>Writing City</u> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10
INDICATOR	3.W.TTP.1.c.	Create an organizational structure that lists supporting reasons. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 02

		<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 08 • Unit 4: Day 09 • Unit 4: Day 10
INDICATOR	3.W.TTP.1.d.	<p>Provide a concluding statement or section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
INDICATOR	3.W.TTP.1.e.	<p>Use linking words and phrases to connect opinion and reasons.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	3.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	3.W.TTP.2.c.	<p>Develop the topic with facts, definitions, and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10

		<ul style="list-style-type: none"> • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR	3.W.TTP.2.d.	<p>Provide a conclusion.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 07 • Unit 3b: Day 10 • Unit 3b: Day 11
INDICATOR	3.W.TTP.2.e.	<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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	3.W.TTP.3.	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	3.W.TTP.3.a.	<p>Establish a situation by using a narrator, including characters, and organizing 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 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14

INDICATOR	3.W.TTP.3.b.	<p>Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to 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
INDICATOR	3.W.TTP.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 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 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 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR	3.W.TTP.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 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

		<ul style="list-style-type: none"> • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 5: Day 03 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 14
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	3.W.PDW.4.	<p>With guidance and support, produce clear and coherent writing in which the development, organization, and style 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 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 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 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 03

		<ul style="list-style-type: none"> • 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 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	3.W.PDW.6.	<p>With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	3.W.RBPK.8.	<p>Recall information from experiences or gather information from print and digital sources, with support; 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 / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	3.W.RBPK.9.	<p>Include evidence from literary or informational texts, applying grade 3 standards for reading.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 03 • Unit 3a: Day 04 • 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 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	3.W.RW.	Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.RW.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 tasks, purposes, and audiences.
LEARNING EXPECTATION	3.W.RW.10.	<p>Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 08 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 01 • Unit 3a: Day 05 • Unit 3a: Day 11 • Unit 3b: Day 10 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14

		<ul style="list-style-type: none"> • Unit 5: Day 02 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
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Tennessee Academic Standards
Language Arts
 Grade: 4 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.WC.	Word Composition
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	4.FL.WC.4.a.	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 10 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.F.	Fluency
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.F.5.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	4.FL.F.5.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	4.FL.SC.6.a.	Use relative pronouns and relative adverbs. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10

		<ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 6: Day 08
LEARNING EXPECTATION	4.FL.SC.6.b.	<p>Form and use progressive verb tenses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 06 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 6: Day 08
LEARNING EXPECTATION	4.FL.SC.6.d.	<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
LEARNING EXPECTATION	4.FL.SC.6.e.	<p>Produce complete sentences; recognize and correct 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
LEARNING EXPECTATION	4.FL.SC.6.f.	<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
LEARNING EXPECTATION	4.FL.SC.6.g.	<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
LEARNING EXPECTATION	4.FL.SC.6.h.	<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

		<ul style="list-style-type: none"> • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 6: Day 08
LEARNING EXPECTATION	4.FL.SC.6.i.	<p>Write several cohesive paragraphs on a topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3b: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	4.FL.VA.7b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	4.FL.VA.7b.i.	<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
INDICATOR	4.FL.VA.7b.iii.	<p>Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings</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 / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	4.FL.VA.7c.	<p>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 and that are basic to a particular topic.</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

		<ul style="list-style-type: none"> • 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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STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
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CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.KID.	Key Ideas and Details
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GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION	4.RL.KID.1.	<p>Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text 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
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STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
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CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.KID.	Key Ideas and Details
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GUIDING QUESTION / LEARNING EXPECTATION	R.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION	4.RL.KID.3.	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as 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 17
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		<ul style="list-style-type: none"> • 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 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 05 • Unit 5: Day 12 • Unit 5: Day 13
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	4.RL.CS.4.	<p>Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 5: Day 05
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RL.CS.6.	<p>Compare and contrast the point of view from which different stories are narrated.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RL.IKI.9.	<p>Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	4.RL.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	4.RL.RRTC.10.	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	4.RI.KID.1.	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 3b: Day 15 • Unit 3b: Day 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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	4.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text. <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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.CS.	Craft and Structure

GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	4.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. <u>Writing City</u> • Unit 3b: Day 17
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	4.RI.CS.5.	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RI.CS.6.	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	4.RI.IKI.8.	Explain how an author uses reasons and evidence to support particular points in a text. <u>Writing City</u> • 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

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	4.RI.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RI.IKI.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 / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	4.W.TTP.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	4.W.TTP.1.b.	<p>Develop an opinion with reasons that are supported by facts and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR	4.W.TTP.1.c.	<p>Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR	4.W.TTP.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

		<ul style="list-style-type: none"> • Unit 4: Day 06 • Unit 4: Day 08
INDICATOR	4.W.TTP.1.e.	<p>Link opinion and reasons using words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	4.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	4.W.TTP.2.b.	<p>Group related information in paragraphs and sections.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3b: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.2.d.	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.2.e.	<p>Provide a conclusion 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
INDICATOR	4.W.TTP.2.f.	<p>Link ideas within categories of information using words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.2.g.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 • Unit 3a: Day 07 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.2.h.	<p>Apply language standards addressed in the Foundational Literacy standards.</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

		<ul style="list-style-type: none"> • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	4.W.TTP.3.	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	4.W.TTP.3.b.	<p>Organize an event sequence that unfolds naturally and logically.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 09 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 10
INDICATOR	4.W.TTP.3.c.	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3b: Day 08 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
INDICATOR	4.W.TTP.3.d.	<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 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 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 06

		<ul style="list-style-type: none"> • Unit 5: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.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 03 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3b: Day 02 • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.3.f.	<p>Use precise words and phrases and use sensory details to convey experiences and events.</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 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 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.TTP.3.g.	<p>Apply language standards addressed in the Foundational Literacy standards.</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

		<ul style="list-style-type: none"> • 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
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	4.W.PDW.4.	<p>Produce clear and coherent writing in which the development, organization, and style 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 • Unit 4: Day 03 • Unit 4: Day 06 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 13 • 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 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 • Unit 6: Day 16
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	4.W.RBPK.8.	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • 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 / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	4.W.RBPK.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.</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

		<ul style="list-style-type: none"> • 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 / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	4.W.RW.	Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.RW.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 tasks, purposes, and audiences.
LEARNING EXPECTATION	4.W.RW.10.	<p>Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 2: Day 11 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 03 • Unit 4: Day 06 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13

**Tennessee Academic Standards
Language Arts**

Grade: 5 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.PWR.	Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.PWR.3.	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	5.FL.PWR.3.a.	<p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (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 / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.WC.	Word Composition

GUIDING QUESTION / LEARNING EXPECTATION	5.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4.a.	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 / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.F.	Fluency
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.F.5.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.SC.	Sentence Composition
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
LEARNING EXPECTATION	5.FL.SC.6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. <u>Writing City</u> <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
LEARNING EXPECTATION	5.FL.SC.6.b.	Form and use the perfect verb tense. <u>Writing City</u>

		<ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 5: Day 04
LEARNING EXPECTATION	5.FL.SC.6.c.	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 15
LEARNING EXPECTATION	5.FL.SC.6.d.	<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
LEARNING EXPECTATION	5.FL.SC.6.e.	<p>Use correlative conjunctions.</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
LEARNING EXPECTATION	5.FL.SC.6.g.	<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
LEARNING EXPECTATION	5.FL.SC.6.h.	<p>Use a comma to set off the words yes and no, 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.</p>

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 06
LEARNING EXPECTATION	5.FL.SC.6.i.	Use underlining, 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 / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	5.FL.VA.7a.	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.
INDICATOR	5.FL.VA.7a.iii.	Consult reference materials, 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 / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	5.FL.VA.7b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	5.FL.VA.7b.i.	Interpret figurative language, including similes and metaphors, in context. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03
INDICATOR	5.FL.VA.7b.ii.	Recognize and explain the meaning of common idioms and proverbs. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 08
STRAND / STANDARD / COURSE	TN.FL.	FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.FL.VA.	Vocabulary Acquisition
GUIDING QUESTION / LEARNING EXPECTATION	FL.VA.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful

		word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 03 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 11 • Unit 3b: Day 03 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 14
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RL.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 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
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RL.KID.2.	Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RL.KID.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 21 • Unit 2: Day 22 • Unit 5: Day 10
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RL.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. <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
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.IKI.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RL.IKI.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	5.RL.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RI.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <u>Writing City</u>

		<ul style="list-style-type: none"> • Unit 2: Day 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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2.	<p>Determine the main idea of a text and explain how it is 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 / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3.	<p>Explain the relationships and interactions among two or more individuals, events, and/or ideas in a 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

		<ul style="list-style-type: none"> • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 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 / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RI.CS.5.	<p>Compare and contrast the overall structure of events, ideas, and concepts of 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
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RI.CS.6.	<p>Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.IKI.	Integration of Knowledge and Ideas

GUIDING QUESTION / LEARNING EXPECTATION	R.IK1.7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IK1.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.IK1.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IK1.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IK1.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.IK1.	Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	R.IK1.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RI.IK1.9.	Integrate information from two or more texts on the same topic in order to build content knowledge. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 5: Day 13

		<ul style="list-style-type: none"> • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	5.RI.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRTC.10.	<p>Read and comprehend stories and informational 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 / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	5.W.TTP.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	5.W.TTP.1.b.	<p>Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 14 • Unit 4: Day 15
INDICATOR	5.W.TTP.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 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15
INDICATOR	5.W.TTP.1.e.	<p>Link opinion and reasons using words, phrases, and clauses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 08 • Unit 4: Day 09
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.TTP.	Text Types and Protocol

GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TTP.2.c.	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 05 • Unit 4: Day 14 • Unit 4: Day 15 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	5.W.TTP.2.d.	<p>Provide a conclusion 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
INDICATOR	5.W.TTP.2.e.	<p>Link ideas within and across categories of information using words, phrases, and clauses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 10
INDICATOR	5.W.TTP.2.f.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 03 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 11 • Unit 3b: Day 03 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 14
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3.	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP.3.a.	<p>Orient the reader by establishing a situation, using a narrator and/or introducing 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
INDICATOR	5.W.TTP.3.b.	<p>Organize an event sequence that unfolds naturally and logically.</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
INDICATOR	5.W.TTP.3.c.	<p>Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05

		<ul style="list-style-type: none"> • Unit 5: Day 06 • Unit 5: Day 07
INDICATOR	5.W.TTP.3.d.	<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 2: Day 04 • Unit 2: Day 05 • Unit 2: Day 12 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 6: Day 10
INDICATOR	5.W.TTP.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 03 • Unit 2: Day 12 • Unit 3a: Day 02 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 5: Day 08
INDICATOR	5.W.TTP.3.f.	<p>Use precise words and phrases and use sensory details to convey experiences and events.</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 / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW.4.	<p>Produce clear and coherent writing in which the development, organization, and style 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 08 • Unit 4: Day 09 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
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STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.RBPK.	Research to Build and Present Knowledge

GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.8.	Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBPK.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 02 • 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 / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.RBPK.	Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.RBPK.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBPK.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.</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 3a: Day 05 • Unit 3a: Day 07 • 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 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

		<ul style="list-style-type: none"> • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	5.W.RW.	Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.RW.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 tasks, purposes, and audiences.
LEARNING EXPECTATION	5.W.RW.10.	<p>Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 11 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15