Title: 7	Touchstones Volume 1	Alignment to Illinois ELA Standards
Lesson	Lesson Title	http://www.isbe.state.il.us/ILS/ela/stage_C/descriptor.htm
Number		
Lesson 1	The Preliminary Discussion	An appropriate alignment is not available for this lesson.
Lesson 2	The First Phase of Group Formation	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
		when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
		clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
		inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).

Lesson 3

2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Outside Experience and Group	1.A.1. Use phonics to decode new words in age-appropriate material.
Formation	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.2. Use word analysis (root words, inflections, anxes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new work
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
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	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.D. 7. Continuously check and clarify for understanding (e.g., reread, read anead, use visual and context clues) during reading.
	1.B.10. Ask guestions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and guotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).

	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused guestions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 4 Opening Questions	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.
	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.

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		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and guotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
		organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.0.14. Demonstrate respect for other participants and their ideas.
Lesson 5	Opening Questions and Class Responsibility	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
		when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
		clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
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1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
 1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
 2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
 3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.

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		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 6	Starting to Talk about the Text	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
		when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
		clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
		inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
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	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 7 Conclusion of the First Stage	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.

1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
 1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
 2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
 3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.

		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 8	Judging Classroom Activity	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
		when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
		clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
		inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
[2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
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	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 9 Judging a Text	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.

1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
 3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.

	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 10 Observers and Particpants	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.0.4. Identify the measure the outher conveys in the tout
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).

	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A. 10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused guestions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 11 Looking at Yourself	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new word
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.

1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
 3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.

		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 12	Poles of Activity: Who Speaks to Whom	1.A.1. Use phonics to decode new words in age-appropriate material.
	WHOM	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
		when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
		clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading.
		1.B. I identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
		inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
	1	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
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	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and guotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 13 Texts that Cause Factions	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new word
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.

1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
 3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.

	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.4. Separate and reter main deas norm mormation that is given orany. 4.A.5. Formulate relevant and focused guestions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 14 Facing One Another	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.7. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
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	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and guotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 15 Two Voices Saying the Same Thing	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new word
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.

1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
 1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
 2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
 3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.

	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 16 Listening and Repeating	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.

	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.3. Identify the elements of plot by reteiling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.4. Use end marks, commas, and quotation marks. 3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 17 An Exercise in Listening	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.

	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask guestions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.

3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,

	3.B.3. Use stages of the writing process (e.g., prewriting, drarting, revising, editing, publishing) to develop paragraphs with rocus
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
esson 18 Proofs and Arguments	1.A.1. Use phonics to decode new words in age-appropriate material.
esson to Froors and Arguments	T.A. T. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new wor
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask guestions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.

	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration. 3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.6.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 19 Listening for Differences	1.A.1. Use phonics to decode new words in age-appropriate material.
Lessen i y Listerning for Birterenoos	
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.

1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
clarify meanings of unfamiliar words.
1.B.1 Identify purposes for reading before and during reading.
1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
1.B.10. Ask guestions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2.A.2. Identify the setting and tell how it affects the story.
2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
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3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).

	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.S. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 20 Asking Questions	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new word
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B. Fideriting below the second during reading and confirm modify and confirm modify and confirm modify and the second and the second during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask guestions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.0.3. ruenting important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text. 1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).

		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.5.7. Ose text structure (e.g., sequential order, en onological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A. 7. Glassify types of expository text structures (e.g., description, sequence, comparison, cause/encet, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
		organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas. 3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.O. Elaborate and support ideas (e.g., pictures, lacts, details, description, harration). 3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
├ ────		4.A.4. Separate and reteil main ideas from information that is given orally. 4.A.5. Formulate relevant and focused questions.
		4.A.5. Formulate relevant and focused questions. 4.A.6. Respond in an appropriate manner to guestions and discussion with relevant and focused comments.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments. 4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas.
Losson 21	Taking the First Step	1.A.1. Use phonics to decode new words in age-appropriate material.
LC35011 2 1	Taking the first step	T.A. T. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		T.A.4. Use synonyms and antonyms to define words.

	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	T.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs. 2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.8.12. Discover poetic devices (e.g., mythe, mythin, anteration, onomatopoeta, repetition, simile, metaphor). 2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
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	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.

	2 D 1 lles apprendies provinting strategies (s.g. denving, usbling, hasingterming, listing, note talling, marking strategies) to
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 22 Making Room for Others	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask guestions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	linferring, evaluating),
	inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.

	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.
	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.4. Discuss works that have a common theme.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation. 3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to guestions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 23 Introduction to Leadership Roles	
	This lesson is not appropriate for alignment.

Lesson 24 First Student-Led Discussion	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new word
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
l l	3.A.3. Demonstrate subject-verb agreement.
l l	3.A.4. Use end marks, commas, and quotation marks.

· · ·	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.7. Use correct spenning of high frequency words. 3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
	T.B. TT. Demonstrate respect for other participants and their factors.
Lesson 25 Second Student-Led Discussion	1.A.1. Use phonics to decode new words in age-appropriate material.
Lesson 25 Second Student-Led Discussion	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
Lesson 25 Second Student-Led Discussion	1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words.
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Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
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Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
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Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading.
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Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.6. Differentiate between fact and opinion.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.6. Differentiate between fact and opinion. 1.B.7. Identify genres of fiction and non-fiction. 1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading. 1.B.10. Ask questions to clarify understanding.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.7. Identify genres of fiction and non-fiction. 1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading. 1.B.10. Ask questions to clarify understanding. 1.B.11. Summarize or retell information from a text.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.7. Identify genres of fiction and non-fiction. 1.B.7. Identify genres of fiction and non-fiction. 1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading. 1.B.10. Ask questions to clarify understanding.
Lesson 25 Second Student-Led Discussion	 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.7. Identify genres of fiction and non-fiction. 1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading. 1.B.10. Ask questions to clarify understanding. 1.B.11. Summarize or retell information from a text.

1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focu- organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.6.7. Revise and edit (e.g., conference with seir, peer, volumeer, teacher). 3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
4.A.1. Attend to the speaker and focus attention on what is being said.
4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
4.A.4. Separate and retell main ideas from information that is given orally.
 4.A.5. Formulate relevant and focused questions.
4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
 4.B.13. Contribute relevant, appropriate information to discussions.

Lesson 26 Third Student-Led Discussion	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	T.B.2. Make predictions about text events before and during reading and commit, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.
	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).

	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and guotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 27 Fourth Student-Led Discussion	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.6. Differentiate between fact and opinion.
	 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.6. Differentiate between fact and opinion. 1.B.7. Identify genres of fiction and non-fiction.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.6. Differentiate between fact and opinion.
	 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world. 1.B.6. Differentiate between fact and opinion. 1.B.7. Identify genres of fiction and non-fiction.

1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form guestions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.0.5. reenting important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and guotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
4.A.1. Attend to the speaker and focus attention on what is being said.
4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
4.A.4. Separate and retell main ideas from information that is given orally.
4.A.5. Formulate relevant and focused questions.
4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.

		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 28 Fil	fth Student-Led Discussion	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.	
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.	
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.	
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask guestions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
		inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).	
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.

	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
	generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
	organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 29 Reflecting on Touchstones Discussions	1.A.1. Use phonics to decode new words in age-appropriate material.
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Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
Lesson 29 Reflecting on Touchstones Discussions	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas.
Lesson 29 Reflecting on Touchstones Discussions Image: Second	 1.A.1. Use phonics to decode new words in age-appropriate material. 1.A.2. Use word analysis (root words, inflections, affixes) to identify words. 1.A.3. Discuss the meanings of new words encountered in independent and group activities. 1.A.4. Use synonyms and antonyms to define words. 1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues. 1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text. 1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading. 1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world.
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1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and guotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
4.A.1. Attend to the speaker and focus attention on what is being said.
4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
4.A.4. Separate and retell main ideas from information that is given orally.
4.A.5. Formulate relevant and focused questions.
4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
4.B.13. Contribute relevant, appropriate information to discussions.

	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 30 The Last Class of the Year	1.A.1. Use phonics to decode new words in age-appropriate material.
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	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to
	clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing,
	inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.

	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
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