Title:	Fouchstones Volume 1	Alignment to New York standards
Lesson	Lesson Title	
Number		
1	The Declination of Discounting	http://www.emsc.nysed.gov/ciai/ela/elacore.htm
Lesson 1	The Preliminary Discussion	An appropriate alignment is not available for this lesson.
		An appropriate alignment is not available for this lesson.
Lesson 2	The First Phase of Group Formation	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects,
	, , , , , , , , , , , , , , , , , , ,	and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior
		knowledge through questioning what they already know about the form in which the story is presented and the period in which it
		was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and
-		cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony,
		symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by
		engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading
		experiences, such as choral reading and reader's theatre
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea of theme Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3. Analyze and evaluate netion, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
-		them through references to the text, using direct quotations and paraphrase Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
		literary devices affects meaning
		interary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
		experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
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Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
of literary elements in different genres and by more than one author
Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
create literary, interpretive, and responsive texts
Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
and details
Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
experiences
Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
communication
Writing Standard 4: Identify and model the social communication techniques of published authors
Listening Standard 1: Identify the speaker's purpose and motive for communicating information
Listening Standard 1: ecognize appropriate voice and tone
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Listoning Standard 2, interpret and respond to toyte and performances from a variety of genres, authors, and subjects
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Listening Standard 2: Recognize leadures of interary genies in interpreting presentations of interary text
Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of interary texts Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
Listening Standard 2: Identity multiple levels of meaning in presentation of literary texts Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern Listening Standard 3: Determine points of view
Listening Standard 3: Determine points of view Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
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Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
Listening Standard 4: Ericodrage the speaker with appropriate racial expressions and gestures Listening Standard 4: Withhold judgment
Listening Standard 4: Withhold Judgment Listening Standard 4: Appreciate the speaker's uniqueness
Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
meaning
Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic respons
Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
historical articles
Speaking Standard 3: Articulate personal opinions to clarify stated positions
 Speaking Standard 3: Present arguments from different perspectives
Speaking Standard 3: Speak extemporaneously to clarify or elaborate
Speaking Standard 3: Respond to constructive criticism
Speaking Standard 3: Ask and respond to questions to seek clarity
Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting

		Speaking Standard 4: Respond respectfully
Lesson 3	Outside Experience and Group	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson 3	Formation	phrases to generate research questions
	romation	Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1. Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
		such as biographics and autobiographics. Employ a range or post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
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i		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Select and limit topics for informational writing, with assistance Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
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		them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
		literary devices affects meaning
		interary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
		experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
		of literary elements in different genres and by more than one author
		Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
		create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
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		and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
		experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
		communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
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		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
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		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
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		make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
		historical articles
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		Speaking Standard 3: Present arguments from different perspectives
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		Speaking Standard 3: Ask and respond to questions to seek clarity
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		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 4	Opening Questions	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects,
		and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior
		knowledge through questioning what they already know about the form in which the story is presented and the period in which it
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		engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
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		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
		conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
		Imeaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
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		Specified Standard 2. Act, and respond to questions and follow up questions to clarify interpretation, angular in a variety of
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
		collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
		make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
		historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
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Lesson 5	Opening Questions and Class	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
-633011 3	Responsibility	phrases to generate research questions
	Responsibility	Reading Standard 1: Recognize the defining features and structures of informational texts
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		Deading Chandred 1. Distinguish verificials attached to the property of the control of the contr
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
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Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
colloquialisms, email conventions) that are appropriate to social communication
Writing Standard 1: Select and limit topics for informational writing, with assistance
Writing Standard 1: Analyze data and facts to communicate information
Writing Standard 1: Apply new information in different contexts and situations
Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
them through references to the text, using direct quotations and paraphrase
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and details
Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
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		make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
		historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
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		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 6	Starting to Talk about the Text	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
		phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
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		such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
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	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
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	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
<u> </u>	Speaking Standard 4: Respond respectfully

Lesson 7	Conclusion of the First Stage	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
		phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
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		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 2: Recognize relevance of interactions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	1	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
		them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
		literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
		experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
		of literary elements in different genres and by more than one author
		Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
		create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
		and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
		experiences
-		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
		communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: ecognize appropriate voice and tone
		Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text

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		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
		conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
		meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
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		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
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		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
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		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
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Lesson 8	Judging Classroom Activity	phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
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		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
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		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
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	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
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Lesson 9 Judging a Text	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
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	Reading Standard 1: Recognize the defining features and structures of informational texts
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	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
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	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
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	Speaking Standard 4: Respond respectfully
Lesson 10 Observers and Particpants	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
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Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
Listening Standard 4: Withhold judgment
Listening Standard 4: Appreciate the speaker's uniqueness
Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
meaning

		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
		respons
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
		collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
		make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
		historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Fresch digaments with directify perspectives Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Respond to constructive entiesm Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Speaking informally with familiar and diffamiliar people, individually and in group settings Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4. Provide reedback by asking questions designed to encourage for their conversation
		Speaking Standard A. He courteeur for example evoid coreasm ridicula deminating the convergation and interrupting
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting Speaking Standard 4: Respond respectfully
		Speaking Standard 4. Respond respectfully
Losson 12	Poles of Activity: Who Speaks to Whom	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson 12	Poles of Activity: who speaks to whom	phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Recognize the defining readines and structures of informational texts Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Identity and evaluate the validity of informational sources, with assistance
		Deading Standard 1. Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
		such as biographies and autobiographies. employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Interpret multiple levels of meaning in text Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 2: Recognize relevance of interacture to personal events and situations Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Deading Standard 2. Coloct reject and recognite ideas and information in light of prior knowledge and experiences
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
<u> </u>		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
		them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
		literary devices affects meaning

Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
of literary elements in different genres and by more than one author
Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
create literary, interpretive, and responsive texts
Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
and details
Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
experiences
Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
communication
Writing Standard 4: Identify and model the social communication techniques of published authors
Listening Standard 1: Identify the speaker's purpose and motive for communicating information
Listening Standard 1: ecognize appropriate voice and tone
Listaning Chandard O. International managed to toute and manfance are force a contact of managed and the contact of
Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
Listening Standard 3: Determine points of view
Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
Listening Standard 4: Withhold judgment
Listening Standard 4: Appreciate the speaker's uniqueness
Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
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Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
historical articles
Speaking Standard 3: Articulate personal opinions to clarify stated positions
Speaking Standard 3: Present arguments from different perspectives
Speaking Standard 3: Speak extemporaneously to clarify or elaborate
Speaking Standard 3: Respond to constructive criticism
Speaking Standard 3: Ask and respond to questions to seek clarity
Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
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		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Losson 12 Toyto	s that Cause Factions	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson 13 Texts	s that Cause Factions	phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1. Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
		such as biographics and autobiographics. Employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
		them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
		literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
		experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
		of literary elements in different genres and by more than one author
		Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
		create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 2: Maintain a politicile that includes interary, interpretive, and responsive writing Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
		and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
		experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
		communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: ecognize appropriate voice and tone

	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 14 Facing One Another	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Deading Standard 1. Distinguish verificials etetement from hypothesis and accumption and facts from princip with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Deading Standard 2. Dead works with a common theme and compare the treatment of that theme by different and been
 	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors Reading Standard 2: Interpret multiple levels of meaning in text
 	Reading Standard 2: Interpret multiple levels of meaning in text Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text

	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prowriting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: recognize appropriate voice and tone
 	Listening Standard 1. ecognize appropriate voice and tone
	Listoning Standard 2, pterpret and reasoned to toute and performances from a variety of gapres, and any listoning
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Necessariate disknowledge various perspectives on issues of local drie national concern Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Respect age, gender, social position, and editorial traditions of the speaker Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
 	Listening Standard 4: Uithhold judgment
	Listening Standard 4: Withhold Judgment Listening Standard 4: Appreciate the speaker's uniqueness
 	Speaking Standard 4: Appreciate the speaker's uniqueness Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning

	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 15 Two Voices Saying the Same Thing	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning

Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
of literary elements in different genres and by more than one author
Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
create literary, interpretive, and responsive texts
Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
and details
Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
experiences
Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
communication
Writing Standard 4: Identify and model the social communication techniques of published authors
Listening Standard 1: Identify the speaker's purpose and motive for communicating information
Listening Standard 1: ecognize appropriate voice and tone
Listaning Chandard O. International managed to toute and manfance are force a containing force and the containing
Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
Listening Standard 3: Determine points of view
Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
Listening Standard 4: Withhold judgment
Listening Standard 4: Appreciate the speaker's uniqueness
Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
meaning
Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
respons
Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
historical articles
Speaking Standard 3: Articulate personal opinions to clarify stated positions
Speaking Standard 3: Present arguments from different perspectives
Speaking Standard 3: Speak extemporaneously to clarify or elaborate
Speaking Standard 3: Respond to constructive criticism
Speaking Standard 3: Ask and respond to questions to seek clarity
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Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
Speaking Standard 4: Respect the age, gender, social position, and editoral traditions of the insterior Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
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		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully	
Lesson 16 Listening and Repeating	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives	
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3. Analyze and evaluate riction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing

	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listerling Standard 2: Recognize reatures or interary genres in interpreting presentations or interary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aestheti
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Tresent arguments from different perspectives Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 17 An Exercise in Listening	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts

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	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone
	Listorium Chandard 2. Interpret and recognidate toute and marfarmaches from a variation of manner authors and cubicate
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
<u> </u>	Listening Standard 2. Identity multiple levels of meaning in presentation of literary texts

	Listaning Standard 2. December and columnidate various perspectives on issues of lead and national concern
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
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	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 18 Proofs and Arguments	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson To I Tools and All gaments	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Recognize the defining readines and structures of informational texts Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1. Identify and evaluate the validity of informational sources, with assistance
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	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer

Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
colloquialisms, email conventions) that are appropriate to social communication
Writing Standard 1: Select and limit topics for informational writing, with assistance
Writing Standard 1: Select and infilt topics for informational writing, with assistance Writing Standard 1: Analyze data and facts to communicate information
Writing Standard 1: Analyze data and facts to communicate information Writing Standard 1: Apply new information in different contexts and situations
Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
them through references to the text, using direct quotations and paraphrase
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
literary devices affects meaning
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Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
of literary elements in different genres and by more than one author
Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
create literary, interpretive, and responsive texts
Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
and details
Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
experiences
Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
communication
Writing Standard 4: Identify and model the social communication techniques of published authors
Listening Standard 1: Identify the speaker's purpose and motive for communicating information
Listening Standard 1: ecognize appropriate voice and tone
Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
Listening Standard 3: Determine points of view
Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
Listening Standard 4: Withhold judgment
Listening Standard 4: Appreciate the speaker's uniqueness
Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
meaning
Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
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Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives

	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 19 Listening for Differences	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects,
Leason 17 Listering for Differences	and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior
	knowledge through questioning what they already know about the form in which the story is presented and the period in which it
	was written
	Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and
	cultural perspectives
	ountainal porspootives
	Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony,
	symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by
	engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
	Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading
	experiences, such as choral reading and reader's theatre
	experiences, such as direct reading and reader stricture
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
	Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
	Reduing Standard 5. Analyze and evaluate notion, including: the development of characters and their decions
	Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
	Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: recognize appropriate voice and tone
	Listerining Standard in soughings appropriate value and terro
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
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	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Encodinge the speaker with appropriate racial expressions and gestures Listening Standard 4: Withhold judgment
	Listening Standard 4: Withhold Judgment Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 4: Appreciate the speaker's driliqueness Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to guestions to seek clarity
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	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
esson 20 Asking Questions	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
3	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
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	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
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	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Easterning Standard 2. Recognize readures of interary genres in interpreting presentations of interary text
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	Listening Standard 2: Identify multiple revels of meaning in presentation of interary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
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	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
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	Checking Standard 4. Has courtsour for example, sucid coroson, ridicula, dominating the convergation, and interrunting
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	Speaking Standard 4: Respond respectfully
Language Od Talking the First Char	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson 21 Taking the First Step	
	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors

	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
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	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
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	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Writing Judgment Listening Standard 4: Appreciate the speaker's uniqueness
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	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aestheti
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
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	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 22 Making Room for Others	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects,
	and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior
	knowledge through questioning what they already know about the form in which the story is presented and the period in which it
	was written
	Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and
	cultural perspectives
	Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony,
	symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by
	engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
	Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading
	experiences, such as choral reading and reader's theatre
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
	Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
	Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
	Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
	Reading Standard 3: Analyze and evaluate riction, including: the significance of the title Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences

Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
reactions to texts
Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
colloquialisms, email conventions) that are appropriate to social communication
Writing Standard 1: Select and limit topics for informational writing, with assistance
Writing Standard 1: Analyze data and facts to communicate information
Writing Standard 1: Apply new information in different contexts and situations
Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
them through references to the text, using direct quotations and paraphrase
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
literary devices affects meaning
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
of literary elements in different genres and by more than one author
Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
create literary, interpretive, and responsive texts
Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
Writing Standard 2: Maintain a portion that includes iterally, interpretive, and responsive writing Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
and details
Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
experiences
Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
communication
Writing Standard 4: Identify and model the social communication techniques of published authors
Listening Standard 1: Identify the speaker's purpose and motive for communicating information
Listening Standard 1: recognize appropriate voice and trone Listening Standard 1: ecognize appropriate voice and tone
Listerling Standard 1. ecognize appropriate voice and tone
Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
Listening Standard 3: Determine points of view
Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
Listening Standard 4: Withhold judgment
Listening Standard 4: Appreciate the speaker's uniqueness
Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
meaning
Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
respons
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		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives.
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the insteller Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4. Frovide receded by asking questions designed to encourage for the conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 23	Introduction to Leadership Roles	
	,	Lesson is not appropriate for alignment.
Lesson 24	First Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
		phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
		Deading Standard 2. Dead works with a common theme and compare the treatment of that theme by different outhers
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: The pret multiple levels of meaning in text Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
		them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
		literary devices affects meaning
		· · · · · · · · · · · · · · · · · · ·

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Texperiences, such as using a variety of visual representations to express interpretations, recinigs, and new instants
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 2: Maintain a polition that includes literary, interpretive, and responsive writing Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Identity the speaker's purpose and motive for communicating miorination Listening Standard 1: ecognize appropriate voice and tone
	Listerling Standard 1. ecognize appropriate voice and tone
	Listoning Standard 2: ntorprot and respond to toyte and performances from a variety of genree, authors, and subjects
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listerling Standard 2: Recognize readures or literary genres in interpreting presentations or literary text
	Listening Standard 2. December historical and contemporary social and cultural conditions in presentation of literary toylo
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation

	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 25 Second Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson 25 Second Student-Led Discussion	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Recognize the defining readures and structures of informational texts Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	such as biographics and autobiographics, employ a range or post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone

	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listerling Standard 2. Recognize readdres of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Recognize historical and contemporary social and cartarial contemporary situations Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Necognize and deknowledge various perspectives on issues or local and national concern. Listening Standard 3: Determine points of view
†	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
†	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 26 Third Student-Led Discussion	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects,
	and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior
	knowledge through questioning what they already know about the form in which the story is presented and the period in which it
	was written
	Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and
	cultural perspectives
	Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony,
	symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by
	engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
	Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading
	experiences, such as choral reading and reader's theatre

	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
	Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
	nedaming ordinated of the state of the ordinate notion, including, the description of ordinates and their description
	Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
	Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	prosperior production and the second product
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Select and limit topics for informational writing, with assistance Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Analyze data and facts to communicate information Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Apply New Information in different contexts and stadations Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most enecutively Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	interary devices uncerts meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 2: Maintain a portion that includes interary, interpretive, and responsive writing Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
+	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: recognize appropriate voice and thore
	Listerling Standard 1. ecognize appropriate voice and tone
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listerning Standard 2. Necognize reactives or interary geriles in interpreting presentations or interary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of interary texts Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
<u> </u>	Lesterning Standard 2. Comment interary texts to prior knowledge, personal experience, and contemporary situations

	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
	respons
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	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Articulate personal opinions to clarify stated positions Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully
Lesson 27 Fourth Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Deading Standard 2: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts

	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 4: Appreciate the speaker's uniqueness Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
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	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of
	collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to
	make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and
	historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Articulate personal opinions to claimy stated positions Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
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Langua 20 Fifth Chudant Lad Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
Lesson 28 Fifth Student-Led Discussion	
	phrases to generate research questions
	Reading Standard 1: Recognize the defining features and structures of informational texts
	Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
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	Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
	such as biographies and autobiographies: employ a range of post-reading practices
	Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
	perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
	reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
	colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support
	them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
	literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting
	experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
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	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment
	of literary elements in different genres and by more than one author
+	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to
	create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 2: Maintain a portion that includes interary, interpretive, and responsive writing Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments,
	and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal
	experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social
	communication Writing Standard 4: Identify and model the social communication techniques of published authors
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	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone
	Listoning Standard 2, interpret and respond to toyle and performances from a variety of gapres, authors, and subjects
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
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	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
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	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures Listening Standard 4: Withhold judgment
	Listening Standard 4: Withhold Judgment Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
	conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
	meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic
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Lesson 29	Reflecting on Touchstones Discussions	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and
		phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts,
		such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical
		perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss
		reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon,
		colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
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		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
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		them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of
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		of literary elements in different genres and by more than one author
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		create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
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		and details
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		communication
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		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
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		Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
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		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative
		conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct
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