

Title: Touchstones Volume A		Touchstones Volume A Alignment to Texas Essential Knowledge and Skills (TEKS) ELA
Lesson Number	Lesson Title	
Lesson 1	The Orientation Class	Lesson is not appropriate for alignment.
Lesson 2	Money Makes Care	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions

	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly

		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 2	The Tortoise and the Rabbit/The Tortoise and the Antelope	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)

	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
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	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text

		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 4	The Koran	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed

		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts

	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
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	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
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		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 5	The Royal Commentaries of the Inca	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems

	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
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	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-

		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 6	Two Portraits	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)

	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text

		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 7	The Parable of the Greedy Sons	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed

		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts

	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
	b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
	b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text

		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 8	A Man Who Couldn't See and a Man Who Couldn't Walk	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems

	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-

		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 9	An Unlucky Man?	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)

	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text

		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 10	Life and Death	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed

		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts

	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
	b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
	b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text

		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 11	The Symposium	
		b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions

	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly

		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 12	Truth and Falsehood	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers

	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically

		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 13	A Speech to the National American Woman Suffrage Association 1890	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed

		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts

	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
	b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
	b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas

		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 14	The Tower of Babel	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information

	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully

		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 15	Maxims	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works

	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve

		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 16	The Knight's Tale	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples

		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain

	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
	b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
	b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
	b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
	b.18.H The student is expected to proofread his/her own writing and that of others

Lesson 17	The Republic	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas

		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to describe how the author's perspective or point of view affects the text
		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive

		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 18	The Life of Lycurgus	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings

	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording

		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 19	Mont Sainte-Victoire and Letters	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words

	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
	b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
	b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry

		b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.H The student is expected to describe how the author's perspective or point of view affects the text
		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 20	A Case Study in Medical Ethics	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate

		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience

	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's

		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 21	Frankenstein	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend

	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns

		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 22	Narrative of the Life of Fredrick Douglass	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)

	b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically

		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 23	The Peloponnesian Wars	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works

	b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
	b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
	b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media

	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
	b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
	b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text

		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 24	Buddy	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke

		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
		b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.H The student is expected to describe how the author's perspective or point of view affects the text
		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses

		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 25	The Souls of Black Folks	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners

	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures

		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 26	Pensees	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion

	b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
	b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
	b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain

		b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to describe how the author's perspective or point of view affects the text
		b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
		b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 27	The Making of a Scientist	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages

	b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
	b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
	b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
	b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
	b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
	b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
	b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization

	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
	b.17.C The student is expected to use conjunctions to connect ideas meaningfully
	b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.17.E The student is expected to use prepositional phrases to elaborate written ideas
	b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
	b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
	b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
	b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."

		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 28	The Theaetetus	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
		b.9.F The student is expected to distinguish denotative and connotative meanings
		b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems

	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
	b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
	b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.17.A The student is expected to use regular and irregular plurals correctly
	b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses

		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 29	A Lesson for Kings	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
		b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
		b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
		b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners

	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.F The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.G The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
	b.12.I The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
	b.12.J The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

		b.12.K The student is expected to recognize how style, tone, and mood contribute to the effect of the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.15.H The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
		b.16.C The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.16.D The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.17.A The student is expected to use regular and irregular plurals correctly
		b.17.B The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses
		b.17.C The student is expected to use conjunctions to connect ideas meaningfully
		b.17.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.17.E The student is expected to use prepositional phrases to elaborate written ideas
		b.17.F The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
		b.17.G The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive
		b.17.H The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's
		b.17.I The student is expected to write with increasing accuracy when using pronoun case such as "He and they joined him."
		b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.18.H The student is expected to proofread his/her own writing and that of others
Lesson 30	The Ethics	b.1.a The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to analyze oral interpretations of literature for effects on the listener

	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5. F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able
	b.7.A The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
	b.7.B The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)
	b.7.C The student is expected to demonstrate characteristics of fluent and effective readers
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-
	b.9.F The student is expected to distinguish denotative and connotative meanings
	b.9.G The student is expected to use word origins as an aid to understanding historical influences on English word meanings
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details
	b.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media

	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.B The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.E The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to describe how the author's perspective or point of view affects the text
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	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
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	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
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	b.18.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.18.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.18.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
	b.18.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice

	b.18.H The student is expected to proofread his/her own writing and that of others
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