

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

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

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

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

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

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

		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 6	Stride Toward Freedom	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.

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

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

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

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

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

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

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

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

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

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

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

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

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

		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 15	On National Education	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.

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

		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 16	The Autobiography	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).

	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.

Lesson 17	On Nature	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.

		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 18	Gorgias	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.

	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.
	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).

		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 19	Letter to Her Mother	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).

		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 20	The Autobiography of Malcolm X	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.

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

		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 21	Discourse on Method	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.

		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 22	On Arguments	1.A.1. Use phonics to decode new words in age-appropriate material.

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

		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 23	Sloth and On Laziness	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.

	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.
	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 24	The Way of Righteousness	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.

		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 25	Selected Articles from the US and USSR Constitutions	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.

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

		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 26	The Groom's Crimes	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.

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

		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 27	The Stonecutter	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).

		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 28	The Pillow Book	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.

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

		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 29	The Most Frugal Man in the World	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1. Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).

	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
	2.A.2. Identify the setting and tell how it affects the story.
	2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
	2.A.4. Identify/compare characters' attributes across stories.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.

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

	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.