

| Title: Touchstones Volume | | Alignment to TEKS ELA |
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| Lesson Number | Lesson Title | http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110b.html |
| Lesson 1 | The Orientation Class | An appropriate alignment for this lesson is not available. |
| Lesson 2 | The Odyssey | <p>b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p> <p>b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</p> <p>b.2.C. Students are expected to complete analogies that describe part to whole or whole to part</p> <p>b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis)</p> <p>b.3.A. Students are expected to describe multiple themes in a work of fiction</p> <p>b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories)</p> <p>b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work.</p> <p>b.6.A. Students are expected to explain the influence of the setting on plot development</p> <p>b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;</p> <p>b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p> <p>b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p> <p>b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p> <p>b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p> <p>b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling</p> <p>b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</p> <p>b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences</p> <p>b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate</p> <p>b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles</p> <p>b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases</p> |

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| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <u>adverbial and adjectival phrases and clauses</u> |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <u>conjunctive adverbs (e.g., consequently, furthermore, indeed)</u> |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <u>prepositions and prepositional phrases and their influence on subject-verb agreement</u> |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <u>relative pronouns (e.g., whose, that, which)</u> |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <u>subordinating conjunctions (e.g., because, since)</u> |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <u>transitions for sentence to sentence or paragraph to paragraph coherence</u> |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
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| Lesson 3 | On a Certain Blindness in Human Beings | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |

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| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |

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| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 4 | Why There Are Children | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |

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| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |

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| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 5 | Pensees | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
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| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
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| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
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| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
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| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 6 | Stride Toward Freedom | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |

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| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |

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| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 7 | On War | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |

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| | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | b.20.A. Students are expected to use conventions of capitalization |
| | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |

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| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
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| Lesson 8 | On Persuasion | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |

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| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |

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| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 9 | Can Lying Be Justified? | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |

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| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 10 | Boy Viewing Mount Fiji | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.13.A. Students are expected to interpret both explicit and implicit messages in various forms of media |

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| | | b.13.B. Students are expected to interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message |
| | | b.13.C. Students are expected to evaluate various ways media influences and informs audiences |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |

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| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 11 | The Lives of Greeks and Romans | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |

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| | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | b.20.A. Students are expected to use conventions of capitalization |
| | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |

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| Lesson 12 | Society in America | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |

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| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 13 | Fire and Ice | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |

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| | | b.4. Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem. |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |

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| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
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| Lesson 14 | The Confessions | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |

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| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |

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| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 15 | On National Education | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |

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| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 16 | The Autobiography | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |

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| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i>) |
| | | b.7. Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as <i>ad hominem</i> , exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., <i>consequently</i> , <i>furthermore</i> , <i>indeed</i>) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., <i>whose</i> , <i>that</i> , <i>which</i>) |

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| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
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| Lesson 17 | On Nature | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |

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| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |

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| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 18 | Gorgias | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |

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| | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | b.20.A. Students are expected to use conventions of capitalization |
| | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |

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| Lesson 19 | Letter to Her Mother | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.7. Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |

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| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 20 | The Autobiography of Malcom X | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |

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| | | b.7. Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |

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| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 21 | Discourse on Method | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |

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| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |

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| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 22 | On Arguments | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |

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| | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | b.20.A. Students are expected to use conventions of capitalization |
| | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |

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| Lesson 23 | Sloth and On Laziness | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.13.A. Students are expected to interpret both explicit and implicit messages in various forms of media |
| | | b.13.B. Students are expected to interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message |
| | | b.13.C. Students are expected to evaluate various ways media influences and informs audiences |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |

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| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 24 | The Way of Righteousness | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |

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| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work. |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |

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| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 25 | Selected Articles from the U.S. and U.S.S.R. Constitutions | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |

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| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |

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| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
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| Lesson 26 | The Groom's Crimes | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work. |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |

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| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 27 | The Stonecutter | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |

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| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work. |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |

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| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 28 | The Pillow Book | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |

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| | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | b.20.A. Students are expected to use conventions of capitalization |
| | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |

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| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 29 | The Most Frugal Man in the World | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis) |
| | | b.3.A. Students are expected to describe multiple themes in a work of fiction |
| | | b.3.B. Students are expected to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) |
| | | b.3.C. Students are expected to analyze how place and time influence the theme or message of a literary work. |
| | | b.6.A. Students are expected to explain the influence of the setting on plot development |
| | | b.6.B. Students are expected to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; |
| | | b.6.C. Students are expected to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. |
| | | b.8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |

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| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |
| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| | | b.26.A. Students are expected to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims |
| | | b.26.B. Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems |
| | | b.26.C. Students are expected to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) |
| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |

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| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |
| Lesson 30 | A Philosophical Essay on Probabilities | b.1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. |
| | | b.2.A. Students are expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes |
| | | b.2.B. Students are expected to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; |
| | | b.2.C. Students are expected to complete analogies that describe part to whole or whole to part |
| | | b.2.D. Students are expected to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis) |
| | | b.9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text. |
| | | b.10.A. Students are expected to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning |
| | | b.10.B. Students are expected to distinguish factual claims from commonplace assertions and opinions |
| | | b.10.C. Students are expected to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; |
| | | b.10.D. Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence |
| | | b.11.B. Students are expected to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts |
| | | b.14.A. Students are expected to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |
| | | b.14.B. Students are expected to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing |
| | | b.14.C. Students are expected to revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | | b.14.D. Students are expected to edit drafts for grammar, mechanics, and spelling |
| | | b.14.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |
| | | b.16. Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences |
| | | b.17.C. Students are expected to write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate |
| | | b.19.A.i. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles |
| | | b.19.A.ii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases |
| | | b.19.A.iii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses |

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| | | b.19.A.iv. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed) |
| | | b.19.A.v. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement |
| | | b.19.A.vi. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which) |
| | | b.19.A.vii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since) |
| | | b.19.A.viii. Students are expected to identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence |
| | | b.19.B. Students are expected to write complex sentences and differentiate between main versus subordinate clauses |
| | | b.19.C. Students are expected to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses |
| | | b.20.A. Students are expected to use conventions of capitalization |
| | | b.20.B.i. Students are expected to recognize and use punctuation marks including commas after introductory words, phrases, and clauses |
| | | b.20.B.ii. Students are expected to recognize and use punctuation marks including semicolons, colons, and hyphens |
| | | b.21. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
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| | | b.27. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively |
| | | b.28. Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues |