

Touchstones Volume 1	AERO ELA Standards	AERO World Language Standards
LESSON NUMBER & TITLE	http://www.projectaero.org/aero_standards/English/EnglishQs.html	
Lesson 2: The First Phase of Group Formation	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.b. Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.c. Compare and contrast motivations and actions of literary characters from different historical eras confronting similar situations or conflicts.	Communication 1.3.g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.
	Reading 2.d. Understand relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.e. Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality, traditional and contemporary) across works.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.4.c. Recognize differences in language register.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.

	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.c. Identify and use a variety of paragraph structures.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 4.g. Produce legible, correctly formatted work.	
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	

	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 3: Outside Experience and Group Formation	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.

	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	

	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesso 4: Opening Questions	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.

	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.b. Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.c. Compare and contrast motivations and actions of literary characters from different historical eras confronting similar situations or conflicts.	Communication 1.3.g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.
	Reading 2.d. Understand relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.e. Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality, traditional and contemporary) across works.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.4.c. Recognize differences in language register.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.

	Writing 4.c. Identify and use a variety of paragraph structures.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 4.g. Produce legible, correctly formatted work.	
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	

Lesson 5: Opening Questions and Class Responsibility	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.

	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	

	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 6: Starting to Talk about the Text	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.

	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	

	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 7: Conclusion of the First Stage	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).

	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 8: Judging Classroom Activity	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.

	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.

	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	

Lesson 9: Judging a Text	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.

	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	

	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 10: Observers and Participants	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.

	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	

	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 11: Looking at Yourself	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).

	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 12: Poles of Activity: Who Speaks to Whom	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.

	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.

	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	

Lesson 13: Texts That Cause Factions	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.

	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	

	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 14: Facing One Another	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.

	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	

	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 15: Two Voices Saying the Same Thing	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).

	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 16: Listening and Repeating	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.

	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.b. Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.c. Compare and contrast motivations and actions of literary characters from different historical eras confronting similar situations or conflicts.	Communication 1.3.g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.
	Reading 2.d. Understand relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.e. Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality, traditional and contemporary) across works.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.4.c. Recognize differences in language register.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.

	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.c. Identify and use a variety of paragraph structures.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 4.g. Produce legible, correctly formatted work.	
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	

	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 17: An Exercise in Listening	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.

	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	

	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 18: Proofs and Arguments	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.

	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	

	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 19: Listening for Differences	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.

	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.b. Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.c. Compare and contrast motivations and actions of literary characters from different historical eras confronting similar situations or conflicts.	Communication 1.3.g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.
	Reading 2.d. Understand relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.e. Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality, traditional and contemporary) across works.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.4.c. Recognize differences in language register.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.

	Writing 4.c. Identify and use a variety of paragraph structures.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 4.g. Produce legible, correctly formatted work.	
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	

Lesson 20: Asking Questions	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.

	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	

	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 21: Taking the First Step	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.

	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	

	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 22: Making Room for Others	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.b. Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

	Reading 2.c. Compare and contrast motivations and actions of literary characters from different historical eras confronting similar situations or conflicts.	Communication 1.3.g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.
	Reading 2.d. Understand relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.e. Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality, traditional and contemporary) across works.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.4.c. Recognize differences in language register.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.c. Identify and use a variety of paragraph structures.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.

	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 4.g. Produce legible, correctly formatted work.	
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 23: Introduction to Leadership Roles	Not appropriate for alignment	

Lesson 24: First Student-Led Discussion	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.

	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	

	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 25: Second Student-Led Discussion	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.

	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	

	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 26: Third Student-Led Discussion	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.b. Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

	Reading 2.c. Compare and contrast motivations and actions of literary characters from different historical eras confronting similar situations or conflicts.	Communication 1.3.g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.
	Reading 2.d. Understand relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.e. Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality, traditional and contemporary) across works.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.4.c. Recognize differences in language register.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.c. Identify and use a variety of paragraph structures.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.

	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 4.g. Produce legible, correctly formatted work.	
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 27: Fourth Student-Led Discussion	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.

	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.

	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	

	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 28: Fifth Student-Led Discussion	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.

	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	

	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 29: Reflecting on Touchstones Discussions	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.
	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.

	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.
	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	

	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
Lesson 30: The Last Class of the Year	Reading: 1.a. Use knowledge of word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Communication 11..b. Ask and respond to questions for clarification, orally or in writing.
	Reading 1.b. Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Communication 1.1.c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
	Reading 1.c. Use the dictionary as a tool for reading (e.g., pronunciation, parts of speech, etc.).	Communication 1.1.e. Discuss orally school and community issues and problems.
	Reading 1.d. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer the meaning of words.	Communication 1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.

	Reading 2.a. Determine the purposes and characteristics of a variety of genres (poetry, fantasies, myths, historical fiction, novels and novellas, non-fiction, autobiography and biography).	Communication 1.3.c. Read aloud with appropriate intonation and pronunciation.
	Reading 2.f. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony) and use those elements to interpret the work.	Communication 1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.
	Reading 2.g. Explain connections among essential ideas, arguments, and perspectives of literary text	Communication 1.4.a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
	Reading 2.h. Make inferences and draw conclusions based on implicit and explicit information.	Communication 1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.
	Reading 2.i. Produce responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge.	Communication 1.4.c. Recognize differences in language register.
	Reading 3.a. Evaluate the proposition-and-support patterns in persuasive text.	Communication 1.4.d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
	Reading 3.b. Make inferences and draw conclusions based on implicit and explicit information.	Cultures 2.1.a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
	Reading 3.c. Summarize and paraphrase information in texts, accurately reflecting the main ideas, including critical details, and conveying the underlying meaning of the original text.	Cultures 2.1.b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
	Reading 3.e. Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Cultures 2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
	Reading 3.f. Understand connections between essential ideas, arguments, and perspectives of an informational text.	Cultures 2.1.d. Discuss stereotypical images associated with the target cultures.
	Writing 4.a. Use formal and informal English appropriate to audience and circumstance.	Cultures 2.3.a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
	Writing 4.b. Identify and use a variety of sentence structures.	Cultures 2.3.b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
	Writing 4.c. Identify and use a variety of paragraph structures.	Cultures 2.3.d. Identify contributions of the target cultures to one's own and vice versa.
	Writing 4.d. Use parallel structure in all written discourse, including similar grammatical forms to present items in a series (e.g., consistency with tense, possessives, or plurals), complements, and items juxtaposed for emphasis.	Connections 3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.

	Writing 4.e. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between written ideas.	Connections 3.2.a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
	Writing 4.f. Edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, etc.), spelling, and correct use of punctuation and capitalization.	Communities 4.1.b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
	Writing 4.g. Produce legible, correctly formatted work.	Communities 4.2.b. Meet basic needs in a target language environment
	Writing 5.a. Use a variety of techniques to convey personal style and voice and demonstrate an awareness of audience.	
	Writing 5.c. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	
	Writing 5.d. Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.	
	Writing 5.e. Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	
	Listening and Speaking 6.a. Respond to oral interpretations of literature, considering delivery and its effect on the listener(s).	
	Listening and Speaking 6.b. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	
	Listening and Speaking 6.c. Evaluate the credibility of a speaker (e.g., by detecting hidden agendas, slanted or biased material).	
	Listening and Speaking 6.d. Evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing).	
	Listening and Speaking 7.a. Express coherently phrased, well-supported ideas in class discussions.	
	Listening and Speaking 7.b. Use verbal and non-verbal cues (e.g., volume, pitch, phrasing, pace, gestures) to assist the listener in following key ideas and concepts.	
	Listening and Speaking 7.d. Match message, vocabulary, voice modulation, expression, and tone to audience and purpose.	
	Listening and Speaking 7.h. Deliver clear, coherent formal and informal presentations that use voice modulation, tone, and gestures expressively to enhance meaning and are appropriate to audience and purpose, e.g.: relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	