Touchpebbles Volume A	AERO ELA Standards	AERO World Language Standards
LESSON NUMBER & TITLE	http://www.projectaero.org/aero_standards/English/EnglishQs.html	
Lesson 2: The Judge	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.

	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 3: The Camel and the Jackal	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
		both.

Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
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	Writing 4.g. Write fluidly and legibly in cursive.	
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	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
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	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
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Lesson 4: The Clever Thief	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or
Lesson 4: The Clever Thier	anixes to determine the meaning of words.	both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.

Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects
information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	

	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
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	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
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	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
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	and difference, and posing and answering a question) for conveying information.	
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	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
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Lesson 5: Hound and Hunter	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
		both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1. Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.

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Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
	asking for clarification, and checking comprehension
	for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	1.2.b. Recognize people and objects found in their own
fantasies, fables, myths, legends, and fairy tales, biographies).	or different environments through structured oral and
	written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and	1.3.d. Tell or retell stories, orally or in writing.
motivations to determine the causes for that character's actions.	
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of	1.3.f. Read aloud with appropriate intonation and
one character type and develop theories to account for similar tales in diverse cultures	pronunciation.
(e.g., trickster tales).	
Reading 2.d. Identify and define the presence of figurative language in literary works,	1.4.a. Cite and use examples of borrowed words and
including simile, metaphor, hyperbole, and personification.	cognates in the target language compared to the
	borrowed words in their own and understand why
	languages in general might need to borrow words.
 Reading 2.e. Make logical predictions about text by using prior knowledge and ideas	1.4.b. Understand how cognates can enhance
presented in text, including key plot elements, illustrations, titles, topic sentences, key	comprehension of spoken and written language.
words, characterization, symbolism, and foreshadowing clues.	
Reading 2.f. Produce written and oral responses to literature that demonstrate an	1.4.c. Identify idiomatic expressions that are
understanding of the literary work and that support judgments through references both to	commonly used in their native language and in the
the text and to prior knowledge.	target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives,	1.4.d. Identify and use formal and informal forms of
adverbs, and prepositional phrases.	language, and expressions of politeness in other
	languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and	1.4.e. Compare and contrast the sound and writing
irregular verbs.	systems of their own language or dialect and the
	target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in	2.1.c. Understand and use appropriate gestures and
possessives and contractions, parentheses, and properly identified titles).	oral expressions in language and in the target
	cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized	3.1.a. Study a variety of content topics in the target
system.	language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can
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	paragraph; establishes and supports a central idea with a topic sentence; includes	
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	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
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	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 6: The Lion and the Mouse	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
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	meaning of phrases.	and products of the culture (such as toys, clothing,
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Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
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	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
		1.1.b. Give and follow simple instructions as part of
Lesson 7: A Test of Strength	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
		both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Deading 1 a lieu annumiete atuatenias /a m. massiassa taut mietenial alsee aamtestual	1.1 a. Evakanna likaa and dialikaa faalinna and
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
	neading 1.4. Use a dictionally and a thesadius to determine the meaning of words.	asking for clarification, and checking comprehension
		for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	1.2.b. Recognize people and objects found in their own
	fantasies, fables, myths, legends, and fairy tales, biographies).	or different environments through structured oral and
	Tantasios, Tables, myths, legerius, and fair y tales, biographics).	written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and	1.3.d. Tell or retell stories, orally or in writing.
	motivations to determine the causes for that character's actions.	on or roton storios, ording or in writing.
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Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
 Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
paragraph; establishes and supports a central idea with a topic sentence; includes	
supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
paragraph that summarizes the points.  Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
appropriate to the subject.	

	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
		1.1.b. Give and follow simple instructions as part of
Lesson 8: Pandora's Box	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
		asking for clarification, and checking comprehension
		for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	1.2.b. Recognize people and objects found in their own
	fantasies, fables, myths, legends, and fairy tales, biographies).	or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and	1.3.d. Tell or retell stories, orally or in writing.
	motivations to determine the causes for that character's actions.	
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of	1.3.f. Read aloud with appropriate intonation and
	one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	pronunciation.

	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing. Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Copyright 2010 Touch	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	

	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 9: The Confessions	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.

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Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
Writing 4.e. Identify the basic parts of speech.	
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes	
supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
 Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader)	
poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	

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	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.  Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 10: Emile on Education	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each othe and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite object through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
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Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
Writing 4.e. Identify the basic parts of speech.	
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
 Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	

	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.  Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Deading 1 a Apply (specified of year) relationships next years danisations as effices and	1.1 h. Cive and fallow simple instructions as next of
Lesson 11: The Pillow	affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.

Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in	2.1.c. Understand and use appropriate gestures and
possessives and contractions, parentheses, and properly identified titles).	oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
paragraph; establishes and supports a central idea with a topic sentence; includes	
supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader)	
poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	

	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 12: Catching a Fish in the Forest	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.

Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive. Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	

	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
esson 13: The Eagle	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite object through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their ow or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).  Touchstones Discussion Project	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.

	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Deading 1 a Apply knowledge of word relationships neet words desired as a section of the section	1.1 b. Cive and follow simple instructions as well as
Locach 14. Thou Chara the Wards	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 14: They Share the Work	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
	1	both.

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Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

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	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
15 7 5		1.1.b. Give and follow simple instructions as part of
Lesson 15: Two Portraits	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
		both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.

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Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
 Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
 Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	

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	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 16: The Republic	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
Lesson To. The Republic	unixes to determine the meaning of words.	both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
	meaning or prirases.	foods, types of dwellings, monuments) with each other
		9.
		and with the class as a group.
	Dooding 1 o Hoo approprieto stratagica (o a provincia test district distric	1 1 a Evaluation and distinct feetings on t
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.

Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
Writing 4.e. Identify the basic parts of speech. Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive. Writing 4.h. Edit and correct work. Writing 5.a. Write clear, fluid sentences.	
Writing 5.a. Write clear, fluid sentences.  Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	

	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 17: How to Catch a Thief	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.  Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	

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	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listaning and Speaking 7 a. Heaverhal and non-verhal area (a.g., valume, enunciation	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 18: Definitions of a Straight	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
Line	,	both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
	Deading 1 d. Hee a distinguit and a three will be determined the magnitude of country	1 1 h llee evenessions such as showing interest
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
		asking for clarification, and checking comprehension
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	for managing conversations.  1.3.d. Tell or retell stories, orally or in writing.
	fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell of Tetell Stories, Orally of III Writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an	1.3.f. Read aloud with appropriate intonation and
	understanding of the literary work and that support judgments through references both to	pronunciation.
	the text and to prior knowledge.	profitation.
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Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
Writing 4.e. Identify the basic parts of speech.	
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes	
supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	

	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
		1.1.b. Give and follow simple instructions as part of
Lesson 19: Gilgamesh the King	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Deading 1 a Lies appropriate etratories (e.g., president text, platerial alues contents)	1.1.a. Evolungo likoo and dielikoo faelingo and
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
	information, following multiple-step instructions, and personal enjoyment).	iniough discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
		asking for clarification, and checking comprehension
		for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	1.2.b. Recognize people and objects found in their own
	fantasies, fables, myths, legends, and fairy tales, biographies).	or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and	1.3.d. Tell or retell stories, orally or in writing.
	motivations to determine the causes for that character's actions.	
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of	1.3.f. Read aloud with appropriate intonation and
		1.3.f. Read aloud with appropriate intonation and pronunciation.

Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing. Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	

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	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 20: The Weapons of King	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
Chuko		both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
	incaring of principle.	foods, types of dwellings, monuments) with each other
		and with the class as a group.
		and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
	information, following multiple-step instructions, and personal enjoyments.	iniough discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
	Reading 1.d. Use a dictionary and a triesaurus to determine the meaning of words.	asking for clarification, and checking comprehension
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	for managing conversations.  1.2.b. Recognize people and objects found in their own
	fantasies, fables, myths, legends, and fairy tales, biographies).	or different environments through structured oral and
	Deadling O.b. Has be such due of the attriction and action and of a short 1.1.1.2	written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and	1.3.d. Tell or retell stories, orally or in writing.
	motivations to determine the causes for that character's actions.	
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of	1.3.f. Read aloud with appropriate intonation and
	one character type and develop theories to account for similar tales in diverse cultures	pronunciation.
	(e.g., trickster tales).	
	Reading 2.d. Identify and define the presence of figurative language in literary works,	1.4.a. Cite and use examples of borrowed words and
	including simile, metaphor, hyperbole, and personification.	cognates in the target language compared to the
		borrowed words in their own and understand why
		languages in general might need to borrow words.

Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	

	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 21: The Odyssey	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.

	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
0.200	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
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	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 22: How Much is a Son Worth?	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.

	riting 4.a. Construct complex sentences using appositives, participial phrases, adjectives, dverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
\Wr	riting 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and	1.4.e. Compare and contrast the sound and writing
	regular verbs.	systems of their own language or dialect and the target language.
	riting 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in ossessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	riting 4.d. Use spelling conventions consistent with one internationally recognized stem.	3.1.a. Study a variety of content topics in the target language.
Wr	riting 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Wr	riting 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	riting 4.g. Write fluidly and legibly in cursive. riting 4.h. Edit and correct work.	
Wr	riting 5.a. Write clear, fluid sentences.	
ler	riting 5.b. Select a focus, organization, and point of view based upon purpose, audience, ngth, and format requirements.	
pa	riting 5.c. Create a multiple-paragraph composition that provides an introductory aragraph; establishes and supports a central idea with a topic sentence; includes upporting paragraphs with facts, details, explanations, and transitions; concludes with a	
Wr	aragraph that summarizes the points.  Triting 5.d. Use conventional structures (e.g., chronological order, cause and effect, milarity and difference, and posing and answering a question) for conveying information.	
Wr	riting 5.e. Use a variety of perspectives in writing.	
Wr ap	riting 5.f. Use descriptive language that clarifies and enhances, using words specific and oppropriate to the subject.	
me po	riting 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, emories, observations that provide a context for the reader) petry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short ories	
Wr	riting 5.h. Edit and revise to improve coherence and progression by adding, deleting, onsolidating, and rearranging text.	
	stening and Speaking 6.a. Ask interpretive and evaluative questions.	
Lis	stening and Speaking 6.b. Respond to interpretive and evaluative questions. stening and Speaking 6.c. Summarize major ideas and supporting evidence presented in tooken messages and formal presentations.	
Lis dia	stening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, alect, colloquialisms) reflects regions and cultures.	
	stening and Speaking 7.a. Present effective introductions and conclusions that guide and form the listener's understanding of key ideas and evidence.	

	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 23: Images of Waves	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.

Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.  Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
paragraph; establishes and supports a central idea with a topic sentence; includes	
supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
paragraph that summarizes the points.	
Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Writing 5.e. Use a variety of perspectives in writing.	
Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
stories	
Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
spoken messages and formal presentations.	
Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	

	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 24: About Lying	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.

	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.5. Identify the basic parts of speech.  Writing 4.5. Identify the basic parts of speech.  Writing 4.5. Identify the basic parts of speech.	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 25: The Man Who Thought He Could Do Anything	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or
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Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
 Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

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	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	and difference, and posing and answering a question, for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
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Lacasa Of Bahin O		1.1.b. Give and follow simple instructions as part of
Lesson 26: Robinson Crusoe	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
		both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.

Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	

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	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
	length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	similarity and universities, and possing and answering a question, for some ying mismatter.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.5. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity	
	and difference, and posing and answering a question) for conveying information.	
	and anterories, and pooning and anothering a question, to some ying anterories.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	clarify information.	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Laccon 27. Norsissus		
Lesson 27: Narcissus	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
	Deadley 4 b. Apply by and along of a group and	both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.

Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
	asking for clarification, and checking comprehension for managing conversations.
Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive. Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	

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	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
	paragraph that summarizes the points.  Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 28: The Spider and the Turtle	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.  Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	

	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and	
	appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short	
	stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting,	
	consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
	spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage,	
	dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	and unference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation,	
	gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	John Martin	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 29: The Cover Map of	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or
Iceland		both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the	1.1 Exchange descriptions of people, places, events,
	meaning of phrases.	and products of the culture (such as toys, clothing,
		foods, types of dwellings, monuments) with each other
		and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual	1.1.e. Exchange likes and dislikes, feelings and
	clues, predictions) when reading for different purposes (e.g., full comprehension, locating	emotions, in familiar contexts or about favorite objects
	information, following multiple-step instructions, and personal enjoyment).	through discussions, interviews, etc.
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	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest,
		asking for clarification, and checking comprehension
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry,	for managing conversations.  1.3.d. Tell or retell stories, orally or in writing.
	fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell of Tetell Stories, Orally of III Writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an	1.3.f. Read aloud with appropriate intonation and
	understanding of the literary work and that support judgments through references both to	pronunciation.
	the text and to prior knowledge.	pronunciation.
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Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
Writing 4.e. Identify the basic parts of speech.	
Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
Writing 4.g. Write fluidly and legibly in cursive.	
Writing 4.h. Edit and correct work.	
Writing 5.a. Write clear, fluid sentences.	
Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience,	
length, and format requirements.	
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paragraph; establishes and supports a central idea with a topic sentence; includes	
supporting paragraphs with facts, details, explanations, and transitions; concludes with a	
paragraph that summarizes the points.	
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Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	

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	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in	
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	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and	
	inform the listener's understanding of key ideas and evidence.	
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	and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or	
	clarify information.	
	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and	1.1.b. Give and follow simple instructions as part of
Lesson 30: The Histories	affixes to determine the meaning of words.	age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1 Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each othe and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.

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	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech. Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory	
	paragraph; establishes and supports a central idea with a topic sentence; includes	
	supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect,	
	similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses,	
	memories, observations that provide a context for the reader)	
	poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
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Listening and Speaking 6.b. Respond to interpretive and evaluative questions.
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