

Title: Touchstones Volume 1		Alignment to New York standards
Lesson Number	Lesson Title	http://www.emsc.nysed.gov/ciai/ela/elacore.htm
Lesson 1	The Preliminary Discussion	An appropriate alignment is not available for this lesson.
Lesson 2	The First Phase of Group Formation	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting

		Speaking Standard 4: Respond respectfully
Lesson 3	Outside Experience and Group Formation	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult: for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: recognize appropriate voice and tone

		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 4	Opening Questions	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre

		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations

		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic respons
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 5	Opening Questions and Class Responsibility	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts

		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response

		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 6	Starting to Talk about the Text	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully

Lesson 7	Conclusion of the First Stage	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
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		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text

		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 8	Judging Classroom Activity	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective

		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text

		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 9	Judging a Text	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: se resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: ecognize appropriate voice and tone
	Listening Standard 2: nterpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic respons
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation

		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 10	Observers and Participants	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone

		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 11	Looking at Yourself	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text

		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning

		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 12	Poles of Activity: Who Speaks to Whom	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation

		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 13	Texts that Cause Factions	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone

		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 14	Facing One Another	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text

		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning

		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic respons
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 15	Two Voices Saying the Same Thing	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation

		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 16	Listening and Repeating	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing

		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 17	An Exercise in Listening	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts

		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts

		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 18	Proofs and Arguments	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer

	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives

		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 19	Listening for Differences	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity

		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 20	Asking Questions	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication

		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 21	Taking the First Step	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors

	Reading Standard 2: Interpret multiple levels of meaning in text
	Reading Standard 2: Recognize relevance of literature to personal events and situations
	Reading Standard 3: Generate a list of significant questions to assist with analysis of text
	Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
	Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness

		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy: for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 22	Making Room for Others	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences

	Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
	Writing Standard 1: Select and limit topics for informational writing, with assistance
	Writing Standard 1: Analyze data and facts to communicate information
	Writing Standard 1: Apply new information in different contexts and situations
	Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response

		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 23	Introduction to Leadership Roles	Lesson is not appropriate for alignment.
Lesson 24	First Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation

		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 25	Second Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone

		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 26	Third Student-Led Discussion	Reading Standard 2: Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays): build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
		Reading Standard 2: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
		Reading Standard 2: Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work: check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
		Reading Standard 2: Read literary texts aloud to convey an interpretation of the work: engage in a variety of shared reading experiences, such as choral reading and reader's theatre

		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Analyze and evaluate fiction, including: the development of a central idea or theme
		Reading Standard 3: Analyze and evaluate fiction, including: the development of characters and their actions
		Reading Standard 3: Analyze and evaluate fiction, including: the elements of the plot, such as conflict, climax, and resolution
		Reading Standard 3: Analyze and evaluate fiction, including: the significance of the title
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations

		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic respons
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 27	Fourth Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts

		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response

		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 28	Fifth Student-Led Discussion	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
	Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
	Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
	Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
	Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
	Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
	Writing Standard 4: Identify and model the social communication techniques of published authors
	Listening Standard 1: Identify the speaker's purpose and motive for communicating information
	Listening Standard 1: Recognize appropriate voice and tone
	Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
	Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
	Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
	Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
	Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
	Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
	Listening Standard 3: Determine points of view
	Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
	Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
	Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
	Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
	Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
	Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
	Speaking Standard 3: Articulate personal opinions to clarify stated positions
	Speaking Standard 3: Present arguments from different perspectives
	Speaking Standard 3: Speak extemporaneously to clarify or elaborate
	Speaking Standard 3: Respond to constructive criticism
	Speaking Standard 3: Ask and respond to questions to seek clarity
	Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
	Speaking Standard 4: Respond respectfully

Lesson 29	Reflecting on Touchstones Discussions	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text

		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text
		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully
Lesson 30	The Last Class of the Year	Reading Standard 1: Skim texts to gain an overall impression and scan texts for particular information: focus on key words and phrases to generate research questions
		Reading Standard 1: Recognize the defining features and structures of informational texts
		Reading Standard 1: Identify and evaluate the validity of informational sources, with assistance
		Reading Standard 1: Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
		Reading Standard 1: Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies: employ a range of post-reading practices
		Reading Standard 2: Read works with a common theme and compare the treatment of that theme by different authors
		Reading Standard 2: Interpret multiple levels of meaning in text
		Reading Standard 2: Recognize relevance of literature to personal events and situations
		Reading Standard 3: Generate a list of significant questions to assist with analysis of text
		Reading Standard 3: Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective

		Reading Standard 3: Select, reject, and reconcile ideas and information in light of prior knowledge and experiences
		Reading Standard 4: Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Reading Standard 4: Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication
		Writing Standard 1: Select and limit topics for informational writing, with assistance
		Writing Standard 1: Analyze data and facts to communicate information
		Writing Standard 1: Apply new information in different contexts and situations
		Writing Standard 1: Use paraphrase and quotation in order to communicate information most effectively
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the author's use of literary devices affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast the treatment of literary elements in different genres and by more than one author
		Writing Standard 2: Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
		Writing Standard 2: Maintain a portfolio that includes literary, interpretive, and responsive writing
		Writing Standard 3: State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
		Writing Standard 3: Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
		Writing Standard 4: Write and share personal reactions to experiences, events, and observations, using a form of social communication
		Writing Standard 4: Identify and model the social communication techniques of published authors
		Listening Standard 1: Identify the speaker's purpose and motive for communicating information
		Listening Standard 1: Recognize appropriate voice and tone
		Listening Standard 2: Interpret and respond to texts and performances from a variety of genres, authors, and subjects
		Listening Standard 2: Recognize features of literary genres in interpreting presentations of literary text
		Listening Standard 2: Recognize historical and contemporary social and cultural conditions in presentation of literary texts
		Listening Standard 2: Connect literary texts to prior knowledge, personal experience, and contemporary situations
		Listening Standard 2: Identify multiple levels of meaning in presentation of literary texts
		Listening Standard 3: Recognize and acknowledge various perspectives on issues of local and national concern
		Listening Standard 3: Determine points of view
		Listening Standard 4: Respect age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for multiple levels of meaning, articulated and unspoken
		Listening Standard 4: Encourage the speaker with appropriate facial expressions and gestures
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 2: Express opinions and support them through references to the text: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
		Speaking Standard 2: Describe the features of the genre to interpret and respond to literary text

		Speaking Standard 2: Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic respons
		Speaking Standard 2: Ask and respond to questions and follow-up questions to clarify interpretation: engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
		Speaking Standard 3: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
		Speaking Standard 3: Articulate personal opinions to clarify stated positions
		Speaking Standard 3: Present arguments from different perspectives
		Speaking Standard 3: Speak extemporaneously to clarify or elaborate
		Speaking Standard 3: Respond to constructive criticism
		Speaking Standard 3: Ask and respond to questions to seek clarity
		Speaking Standard 4: Speaking informally with familiar and unfamiliar people, individually and in group settings
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions designed to encourage further conversation
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
		Speaking Standard 4: Respond respectfully