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

2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) t generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
4.A.1. Attend to the speaker and focus attention on what is being said.
4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
4.A.4. Separate and retell main ideas from information that is given orally.
 4.A.5. Formulate relevant and focused questions.
4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
4.B.13. Contribute relevant, appropriate information to discussions.

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

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

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

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		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Losson F		1.A.1. Use phonics to decode new words in age-appropriate material.
Lesson 5	The Royal Commentaries of the Inca	1.7.1. Ose priorites to decode new words in age appropriate matchai.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.

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

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generate and organize ideas with teacher assistance.         3.B.2. Establish and maintain a focus.         3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.         3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.         3.B.5. Use basic transitions to connect ideas.         3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).         3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).         3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).         4.A.1. Attend to the speaker and focus attention on what is being said.         4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).         4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)         4.A.4. Separate and retell main ideas from information that is given orally.         4.A.5. Formulate relevant and focused questions.         4.B.13. Contribute relevant, appropriate information to discussion.         4.B.14. Demonstrate respect for other participants and their ideas.         esson 6       Two Portraits         1.A.1. Use phonics to decode new words in age-appropriate material.         1.A.2. Use word analysis (root words, inflections, affix			
2.8.4. Discuss works that have a common theme.         2.8.6. Support plausible interpretations with evidence from the text.         3.4.1. Develop a pargraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).         3.4.2. Construct complete sentences.         3.4.3.1. Develop a pargraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).         3.4.3.1. Demonstrute subject-verb agreement.         3.4.4. Use end marks, commas, and quatation marks.         3.4.5. Use appropriate punctuation.         3.4.6. Use appropriate punctuation.         3.4.7. Use correct spelling of high frequency words.         3.4.8. Use knowledge of letter-sound relationships to spell unfamiliar words.         3.4.9. Demonstrate appropriate use of the various parts of speech (e.g., nours, pronours, verbs).         3.4.10. Proofread and revise one's own work.         3.8.1. Use appropriate prevriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) generate and organize dises with teacher assistance.         3.8.2. Establish and maintain a rocus.         3.8.3. Use stages of the writing strategies (e.g., gray proving, certing, undifficient, proving, editing, publishing) to develop paragraphs with focus, organizer, needer).         3.8.4. Establish and maintain a rocus.         3.8.5. Use basis: transitions to concert Ideas.         3.8.6. Elaborate and support ideas (e.g., pleatures, fact, detais, description, narration).			2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.6. Support plausible interpretations with evidence from the text.         3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).         3.A.2. Construct complete sentences.         3.A.3. Demonstrate subject-verb agreement.         3.A.4. Use end marks, commas, and quotation marks.         3.A.5. Use appropriate punctuation.         3.A.6. Use appropriate punctuation.         3.A.7. Date correct spelling of high frequency words.         3.A.7. Use correct spelling of high frequency words.         3.A.8. Use appropriate punctuation.         3.A.7. Use correct spelling of high frequency words.         3.A.9. Demonstrate appropriate one's own work.         3.A.10. Prodriead and revise one's own work.         3.B.1. Use appropriate proventing strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) generate and crigonize loads with teacher assistance.         3.B.2. Establish and maintain a focus.         3.B.3. Use stages of the writing process (e.g., prewriting, dratting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.         3.B.6. Liaborate and structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.         3.B.5. Textes and edit (e.g., conference with self, peer, volunteer, teacher).         3.B.6. Liaborate and structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.         3.B.6. Liaborate			2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).         3.A.2. Construct complete sentences.         3.A.3. Demonstrate subject-verb agreement.         3.A.5. Use appropriate capitalization.         3.A.6. Use appropriate capitalization.         3.A.6. Use appropriate capitalization.         3.A.6. Use appropriate capitalization.         3.A.7. Use correct spelling of high frequency words.         3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.         3.A.7. Dependent and revise one's own work.         3.A.10. Proofreed and revise one's own work.         3.A.10. Proofreed and revise one's own work.         3.B.3. Use stabilish and maintain a focus.         3.B.3. Use stabilish and maintain a focus.         3.B.3. Use stabilish and maintain a focus.         3.B.4. Organize around a structure (e.g., prevriting, drafting, revising, editing, publishing) to develop paragraphs with focus. organization, elaboration, and integration.         3.B.4. Toganize around a structure (e.g., pictures, facts, datalis, description, narration).         3.B.7. Revise and edit (e.g., conference with sub theigh steasy) appropriate to purpose, audience, and context.         3.B.6. Elaborate and subject for different purposes (e.g., instration, exposition, persuasion).         4.A.1. Attend to the speaker and focus attention on which, peer, volunteer, teacher).         3.C.1. Use the writting process for a			2.B.4. Discuss works that have a common theme.
3.A.2. Construct complete sentences.         3.A.3. Demonstrate subject-verb agreement.         3.A.4. Use end marks, commas, and quotation marks.         3.A.5. Use appropriate capitalization.         3.A.6. Use appropriate capitalization.         3.A.6. Use appropriate punctuation.         3.A.7. Use correct spelling of high frequency words.         3.A.7. Use correct spelling of high frequency words.         3.A.7. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).         3.A.10. Proofread and revise one's own work.         3.B.1. Use appropriate price privating strategies (e.g., drawing, webbing, brainsterming, listing, note taking, graphic organizers) generate and organize idoas with teacher assistance.         3.B.2. Establish and maintain a focus.         3.B.2. Use basic transitions to connect ideas.         3.B.3. Use basics of the writing process (e.g., prevriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization, elaboration, and integration.         3.B.5. Elaborate and support lates (e.g., conference with solf, peer, volunteer, teacher).         3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).         4.A.2. Eleborate and support lates of focus attention on what is being soid.         4.A.3. Demonstrate the ability to listen for different purposes (e.g., information, detail, main idea, fantasy, reality).         4.A.5. Formulater relevant and focus atention information that is give			2.B.6. Support plausible interpretations with evidence from the text.
3 A 3. Demonstrate subject-verb agreement.         3 A 4. Use end marks, commas, and quotation marks.         3 A 5. Use appropriate capabilization.         3 A 5. Use appropriate capabilization.         3 A 7. Use correct spelling of high frequency words.         3 A 8. Use knowledge of letter-sound relationships to spell unfamiliar words.         3 A 9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, persona, verbs).         3 A 10. Peroofread and revise one's own work.         3 B 1. Use appropriate use one's own work.         3 B 2. Estabilish and maintain a focus.         3 B 3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus. organization, elaboration, and integration.         3 B 4. Estabilish and maintain a focus.         3 B 5. Use basist transitions to toonned tideas.         3 B 6. Elaborate and support ideas (e.g., preargraph, essay) appropriate to purpose, audience, and context.         3 B 7. The visite and support ideas (e.g., pictures, facts, details, description, narration).         3 B 7. Estabilish transitions to toonned tideas.         3 B 7. Distinguish among different kinds of information (e.g., information generation, exposition).         4 A 1. Attend to the speaker and focus attention on what is being said.         4 A 3. Demonstrate the ability to listen for different purposes (e.g., information gentering, entertainment, social interaction)         4 A 4. Separate and			3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
S.A.4. Use end marks, commas, and quotation marks.         3.A.5. Use appropriate capitalization.         3.A.6. Use appropriate purchatation.         3.A.7. Use correct spelling of high frequency words.         3.A.7. Use correct spelling of high frequency words.         3.A.9. Demonstrate appropriate purchasings to spell unfamiliar words.         3.A.9. Demonstrate appropriate one's own work.         3.A.10. Proofread and revise one's own work.         3.B.1. Use appropriate preventing strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) generate and organize ideas with teacher assistance.         3.B.2. Establish and maintain a focus.         3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.         3.B.4. Organization, elaboration, and integration.         3.B.5. Use basic transitions to connect ideas.         3.B.6. Elaborate and support lideas (e.g., pictures, facts, details, description, narration).         3.B.7. Newlse and edit (e.g., conference with self, peer, voluntieer, teacher).         3.C.1. Use the writing process for a variety of purposes (e.g., information, exposition, persuasion).         4.A.1. Attend to the speaker and focus attention on what is being said.         4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).         4.A.3. Demonstrate theability to listen for diff			3.A.2. Construct complete sentences.
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3.B.2. Establish and maintain a focus.         3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.         3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.         3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.         3.B.5. Use basic transitions to connect ideas.         3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).         3.B.7. Revise and edit (e.g., conference with self, peer, volunter, teacher).         3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).         4.A.1. Attend to the speaker and focus attention on what is being said.         4.A.2. Distinguish among different kinds of information (e.g., fact, option), detail, main idea, fantasy, reality).         4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)         4.A.4. Separate and retell main ideas from information that is given orally.         4.A.5. Formulate relevant and focused questions.         4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.         4.B.13. Contribute relevant, appropriate information to discussions.         esson 6       Two Portraits         1.A.1. Use phonics to decode new words in age-appropriate material.<			3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers)
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focus, organization, elaboration, and integration.         3.B.4.       Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.         3.B.5.       Use basic transitions to connect ideas.         3.B.6.       Elaborate and support ideas (e.g., pictures, facts, details, description, narration).         3.B.7.       Revise and edit (e.g., conference with self, peer, volunteer, teacher).         3.C.1.       Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).         4.A.1.       Attend to the speaker and focus attention on what is being said.         4.A.2.       Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).         4.A.3.       Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)         4.A.4.       Separate and recell main ideas from information that is given orally.         4.A.5.       Formulate relevant and focused questions.         4.A.6.       Respond in an appropriate manner to questions and discussion with relevant and focused comments.         4.B.13.       Contribute relevant, appropriate information to discussions.         4.B.14.       Demonstrate respect for other participants and their ideas.         5.       IA.1.         6.       IA.2.         7.       IA.3.         8.			
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3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).         3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).         4.A.1. Attend to the speaker and focus attention on what is being said.         4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).         4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)         4.A.4. Separate and retell main ideas from information that is given orally.         4.A.5. Formulate relevant and focused questions.         4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.         4.B.13. Contribute relevant, appropriate information to discussions.         4.B.14. Use phonics to decode new words in age-appropriate material.         1.A.2. Use word analysis (root words, inflections, affixes) to identify words.         1.A.3. Discuss the meanings of new words encountered in independent and group activities.         1.A.4. Use synonyms and antomyms to define words.         1.A.5. Use word analysis (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.			
3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).         4.A.1. Attend to the speaker and focus attention on what is being said.         4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).         4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)         4.A.4. Separate and retell main ideas from information that is given orally.         4.A.5. Formulate relevant and focused questions.         4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.         4.B.13. Contribute relevant, appropriate information to discussions.         4.B.14. Demonstrate respect for other participants and their ideas.         esson 6       Two Portraits         1.A.2. Use word analysis (root words, in age-appropriate material.         1.A.3. Discuss the meanings of new words encountered in independent and group activities.         1.A.4. Use synonyms and antonyms to define words.         1.A.4. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.			
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			1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
			1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.

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1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technolog
 to clarify meanings of unfamiliar words.
1.B.1 Identify purposes for reading before and during reading.
1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
1.B.10. Ask questions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
synthesizing, inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of tex
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
 information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2.A.2. Identify the setting and tell how it affects the story.
2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem)
2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.

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

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

		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) t generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
_		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 8	A Man Who Couldn't See and a Man Who Couldn't Walk	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
		words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		<ul><li>1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.</li><li>1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.</li></ul>
		<ul> <li>1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.</li> <li>1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.</li> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technolog</li> </ul>
		<ul> <li>1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.</li> <li>1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.</li> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> </ul>
		<ul> <li>1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.</li> <li>1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.</li> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> </ul>

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

		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		generate and organize ideas with teacher assistance. 3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with
		focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
esson 9	An Unlucky Man2	1.A.1. Use phonics to decode new words in age-appropriate material.
0330117	An Unlucky Man?	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	-	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	-	1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
		words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology
	-	to clarify meanings of unfamiliar words. 1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during

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

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

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1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
synthesizing, inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2.A.2. Identify the setting and tell how it affects the story.
2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) t generate and organize ideas with teacher assistance.
 3.B.2. Establish and maintain a focus.
 3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.

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

1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
T.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2.A.2. Identify the setting and tell how it affects the story.
2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).

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

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

		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 13		1.A.1. Use phonics to decode new words in age-appropriate material.
	A Speech to the National American Woman Suffrage Association 1890	
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
		words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology
		to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
		synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.

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

		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 14	The Tower of Babel	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
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2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
 2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) t generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
4.A.1. Attend to the speaker and focus attention on what is being said.
4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
4.A.4. Separate and retell main ideas from information that is given orally.
4.A.5. Formulate relevant and focused questions.
 4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
4.B.13. Contribute relevant, appropriate information to discussions.

	4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 15 Maxims	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.

		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 16	The Knight's Tale	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.

words when reading age-appropriate material.           1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.           1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.           1.B.8. Use a variety of resources (e.g., dictionaries, thesuruses, indices, glossaries, internet, interviews, available techt to clarify meanings of unfamiliar words.           1.B.1. Identify purposes for reading before and during reading.           1.B.2. Make predictions about text events before and during reading.           1.B.5. Make connections from text to toxt, text to world.           1.B.5. Make connections from text to toxt, text to world.           1.B.6. Differentiate between fact and opinion.           1.B.7. Identify genres of fiction and non-fiction.           1.B.7. Identify genres of fiction and non-fiction.           1.B.1. Summarize or retell information from a text.           1.B.1. Interpret age-appropriate material algoud with fluency and accuracy.           1.C.1. Use information to generate and respont or questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inforting, evaluating, and texting and textice or questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inforting, evaluating, and textice or reading and textices to provide a valid interpretation or generations and textices by using relevant and accurate reflect higher level thinking skills (e.g., analyzing, synthesizing, inforting, evaluation, inference, and/arc comparison.           1.C.1. Use information to generate and respont or uses to i	0,200,	
1.A Self-monitor reading and use decoding strategies to self-correct miscues.         1.A Self-monitor reading and use decoding strategies to self-correct miscues.         1.A. B. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available techt to clarify meanings of unfamiliar words in text.         1.B.1 Identify purposes for reading before and during reading.         1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after read         1.B.5. Make connections from text to text, text to self, text to world.         1.B.6. Differentiate between fact and opinion.         1.B.7. Identify genes of friction and non-fiction.         1.B.7. Identify genes of rection and non-fiction.         1.B.9. Continuously check and clarify orderistanding.         1.B.10. Ask questions to clarify understanding.         1.B.11. Summarize or retell information from a text.         1.B.12. Interpret age-appropriate material alou with fluency and accuracy.         1.C.1. Use evidence in text to form questions and verify predictions.         1.C.2. Use information to generate and respond to questions that references to provide a valid interpretation of 1.C.3. Identify important themes and tipics by using relevant and accurate references to provide a valid interpretation of 1.C.4. Identify the message the author conveys in the text.         1.C.3. Identify the message the author conveys the text.         1.C.4. Identify the message the author conveys there, topics, story elemen		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
1.4.7. Use context and previous experience to determine the meanings of unfamiliar words in text.         1.8.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available techr to darify meanings of unfamiliar words.         1.8.1 Identify purposes for reading before and during reading.         1.8.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after read.         1.8.4. Identify explicit main ideas.         1.8.5. Make connections from text to text, text to self, text to world.         1.8.6. Differentiate between fact and opinion.         1.8.7. Identify genres of fiction and non-fiction.         1.8.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.         1.8.10.5. Ummarize or retell information from a text.         1.8.11. Summarize or retell information from a text.         1.8.12. Unterprint age-appropriate figurative language.         1.8.13. Even age-appropriate figurative language.         1.6.14. Use widence in text to form questions and verify predictions.         1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, symthesizing, informatio, sequential order, chronologists, story elements).         1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of 1.C.4. Identify the message the author conveys in the text.         1.C.5. Make comparison		
1A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available techn to darity meanings of unfamiliar words.         1B.1. Identify purposes for reading before and during reading and confirm, modify, or reject predictions after read         1B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after read         1B.4. Identify explicit main ideas.         1B.5. Make connections from text to text, text to self, text to world.         1B.7. Identify explicit main ideas.         1B.8.2. Ontinuously check and clarify understanding (e.g., reread, read ahead, use visual and context clues) during reading.         1B.13. Interpret alge-appropriate figurative lenguage.         1B.13. Read age-appropriate material aloud with fluency and accuracy.         1.C.1. Use evidence in text to form questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).         1.C.2. Use information to generate		
bit       1.8.1. Identify uproses for reading before and during reading.         1.8.1. Identify uproses for reading before and during reading and confirm, modify, or reject predictions after read         1.8.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after read         1.8.4. Identify explicit main ideas.         1.8.5. Make connections from text to text, text to self, text to world.         1.8.6. Differentiate between fact and opinion.         1.8.7. Identify genres of fiction and non-fiction.         1.8.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.         1.8.10. Ask questions to clarify understanding.         1.8.10. Ask questions to clarify understanding.         1.8.11. Summarize or retell information form a text.         1.8.12. Interpret age-appropriate figurative language.         1.8.13. Read age-appropriate material aloud with fuency and accuracy.         1.6.13. Read age-appropriate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).         1.6.2.3. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).         1.6.4. Identify the message the author conveys in the text.         1.6.5. Make comparisons across reading selections (e.g., themes, topics, story elements).         1.6.6. Interpret concepts or make connections		
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1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.         1.C.8. Explain how authors and illustrators express their ideas.         2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.         2.A.2. Identify the setting and tell how it affects the story.         2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of prob         2.A.4. Identify/compare characters' attributes across stories.         2.A.5. Define unfamiliar vocabulary.         2.A.6. Name several characteristics that distinguish fiction from nonfiction.         2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).         2.A.10. Recognize that prose is written in sentences and organized in paragraphs.         2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.8. Explain how authors and illustrators express their ideas.         2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.         2.A.2. Identify the setting and tell how it affects the story.         2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of prob         2.A.4. Identify/compare characters' attributes across stories.         2.A.5. Define unfamiliar vocabulary.         2.A.6. Name several characteristics that distinguish fiction from nonfiction.         2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).         2.A.10. Recognize that prose is written in sentences and organized in paragraphs.         2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
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2.A.5. Define unfamiliar vocabulary.         2.A.6. Name several characteristics that distinguish fiction from nonfiction.         2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).         2.A.10. Recognize that prose is written in sentences and organized in paragraphs.         2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.6. Name several characteristics that distinguish fiction from nonfiction.         2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).         2.A.10. Recognize that prose is written in sentences and organized in paragraphs.         2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		2.A.4. Identify/compare characters' attributes across stories.
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2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).         2.A.10. Recognize that prose is written in sentences and organized in paragraphs.         2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.         2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).		
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.

		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 17	The Republic	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.

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

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

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

		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
esson 19.	Mont Saint Victoire and Letters	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology
		to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.

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

		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		generate and organize ideas with teacher assistance. 3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with
		focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
esson 20	A Case in Medical Ethics	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
		words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> </ul>
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> <li>1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</li> </ul>
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> <li>1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</li> <li>1.B.4. Identify explicit main ideas.</li> </ul>
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> <li>1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</li> <li>1.B.4. Identify explicit main ideas.</li> <li>1.B.5. Make connections from text to text, text to self, text to world.</li> </ul>
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> <li>1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</li> <li>1.B.4. Identify explicit main ideas.</li> <li>1.B.5. Make connections from text to text, text to self, text to world.</li> <li>1.B.6. Differentiate between fact and opinion.</li> <li>1.B.7. Identify genres of fiction and non-fiction.</li> <li>1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during</li> </ul>
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> <li>1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</li> <li>1.B.4. Identify explicit main ideas.</li> <li>1.B.5. Make connections from text to text, text to self, text to world.</li> <li>1.B.6. Differentiate between fact and opinion.</li> <li>1.B.7. Identify genres of fiction and non-fiction.</li> <li>1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.</li> </ul>
		<ul> <li>1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.</li> <li>1.B.1 Identify purposes for reading before and during reading.</li> <li>1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</li> <li>1.B.4. Identify explicit main ideas.</li> <li>1.B.5. Make connections from text to text, text to self, text to world.</li> <li>1.B.6. Differentiate between fact and opinion.</li> <li>1.B.7. Identify genres of fiction and non-fiction.</li> <li>1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during</li> </ul>

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

		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
esson 21		1.A.1. Use phonics to decode new words in age-appropriate material.
	Frankenstein	
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
		words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technolog to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
		synthesizing, inferring, evaluating). 1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of tex
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).

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

		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 22	Narrative of the Life of Fredrick Douglass	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technolog to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
		synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of tex
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.

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

esson 23	The Peloponnesian Wars	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
		information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.

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	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
esson 24	1.A.1. Use phonics to decode new words in age-appropriate material.
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1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
1.A.3. Discuss the meanings of new words encountered in independent and group activities.
1.A.4. Use synonyms and antonyms to define words.
1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
1.B.1 Identify purposes for reading before and during reading.
1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.8. Identify genres of poetry.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
1.B.10. Ask questions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2.A.2. Identify the setting and tell how it affects the story.
2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.4. Identify/compare characters' attributes across stories.
 2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).

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The Souls of Black Folk	<ul><li>1.A.1. Use phonics to decode new words in age-appropriate material.</li><li>1.A.2. Use word analysis (root words, inflections, affixes) to identify words.</li></ul>
	4.B.14. Demonstrate respect for other participants and their ideas.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.A.5. Formulate relevant and focused questions.
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.5. Use basic transitions to connect ideas.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	focus, organization, elaboration, and integration.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with
	3.B.2. Establish and maintain a focus.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.A.10. Proofread and revise one's own work.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.7. Use correct spelling of high frequency words.
	3.A.6. Use appropriate punctuation.
	3.A.5. Use appropriate capitalization.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.2. Construct complete sentences.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	2.B.6. Support plausible interpretations with evidence from the text.
	2.B.4. Discuss works that have a common theme.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.A.11. Recognize both rhymed and unrhymed poetry.
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.

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

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		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) t generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
esson 26	Demos	1.A.1. Use phonics to decode new words in age-appropriate material.
	Pensees	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology to clarify meanings of unfamiliar words.

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

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		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) t generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
esson 27.	The Making of a Scientist	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technolog to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.

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

	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.2. Distinguish among different kinds of mormation (e.g., fact, opinion, detail, main dea, ranasy, reality). 4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.S. Demonstrate the ability to insten for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
Lesson 28 The Theaetetus	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology
	to clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).

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

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		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
Lesson 29	A Lesson for Kings	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology)
		to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.

2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.

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

	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
esson 30 The Ethics	1.A.1. Use phonics to decode new words in age-appropriate material.
	1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
	1.A.3. Discuss the meanings of new words encountered in independent and group activities.
	1.A.4. Use synonyms and antonyms to define words.
	1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new
	words when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technolog
	to clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
	reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
	synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of tex
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
	information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).

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