Title: 1	Fouchstones Volume B	Alignment to Illinois ELA Standards
Lesson Number	Lesson Title	http://www.isbe.state.il.us/ILS/ela/stage_C/descriptor.htm
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	The Odyssey	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.
Lesson 3	On a Certain Blindness in Human Beings	1.A.1. Use phonics to decode new words in age-appropriate material.
	Ť	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.

Copyright 2009 Touchstones Discussion Project.

2
<
J

	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).
Ī	3.A.2. Construct complete sentences.
Ī	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.
sson 4 Why There Are Children	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 word
	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 focu
	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)
<u>_</u>	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.
sson 5 Pensees	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 guotation marks.

_
-
1

	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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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
Lesson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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 and confirm, modify, or reject predictions after reading. 1.B.4. Identify explicit main ideas.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.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.
Lesson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.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 opinion. 1.B.7. Identify genres of fiction and on-fiction.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.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.
esson 6 Stride Toward Freedom	4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.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. 1.B.10. Ask questions to clarify understanding.
esson 6 Stride Toward Freedom	 4.B.13. Contribute relevant, appropriate information to discussions. 4.B.14. Demonstrate respect for other participants and their ideas. 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.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.

c)
	٦.
•	•

	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.
	T.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).
1	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. Distriguish allong different kinds of information (e.g., fact, opinion, detail, man 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.

7

	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 7 On Wa	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.
esson 8 On Persuasion	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.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.1 Identify purposes for reading before and during reading.

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).

11

	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.
sson 9 Can Lying Be Justified?	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 word
	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).

13

	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 10 Boy Viewing Mount Fuji	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 word
	when reading age-appropriate material.
	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.O. Sentimination reading and use decoding strategies to sent-correct miscues.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to

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.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 11	The Lives of Greeks and Romans	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.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,

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.2. 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 guotation 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 anong different kinds of information (e.g., fact, opinion, detail, main idea, rantasy, 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 guestions.

	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.
accor 12 Society in America	1 A 1 Llas phonics to decode new words in any appropriate material
esson 12 Society in America	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.

|--|

	5
	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 allong different kinds of mornation (e.g., fact, opinion, detail, main dea, fantasy, 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 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 13 Fire and Ice	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.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.4. Identify explicit main ideas.

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).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.11. Recognize both rhymed and unrhymed poetry.
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.

19

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). 2.B.7. Parise and edit (e.g., pictures, ideas, inclusion)
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
2 D 7 Device and edit (a monotone with calf mean valuation teacher)
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.
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 word
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.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.

r 1		
		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 guotation 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 15	On National Education	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.
T.B.2. Make predictions about text events before and during reading and commit, 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 Autobiography	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 guotation 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).
3.6.7. Revise and edit (e.g., conference with sell, 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 On Nature	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).
1	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
1	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.

2	4
2	Ο

	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)
	4.7.1.9. Demonstrate the ability to inster for american parposes (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.
accent 10 Contring	1 A 1 Llas aborias ta decada nou warda in ana annomiata matarial
esson 18 Gorgias	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 D 10. Ask weather to short to we have to short
I	1.B.10. Ask questions to clarify understanding.

2	7
2	1

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).

Lesson 19 Letter

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.

	4.A.z. Distinguish among unerent kinds of information (e.g., fact, opinion, detail, main idea, fanasy, 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.
to Her Mother	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.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.13. Contribute relevant, appropriate mormation to discussions. 4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 20	The Autobiography of Malcolm X	1.A.1. Use phonics to decode new words in age-appropriate material.
2033011 20		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.2. Use word analysis (root words, innections, anxes) 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.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	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1	
		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.1. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
T.B.2. Make predictions about text events before and during reading and commit, 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.
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.
esson 22 On Arguments	1.A.1. Use phonics to decode new words in age-appropriate material.

2	2
3	3

1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
1.A.2. Use word analysis (root words, innections, anxes) 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.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.o. Self-monitor reading and use decoding strategies to self-correct hiscues. 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.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 guotation marks.

34

	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.S. Demonstrate the ability to insteri 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 Sloth and On Laziness	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 word
	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.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world.
	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.4. Identify explicit main ideas. 1.B.5. Make connections from text to text, text to self, text to world.
	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.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.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.

2	ᄃ
ు	C

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.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).
 J. B. 7. Revise and edit (e.g., contenence with sen, 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 The Way of Righteousn	ess 1.A.1. Use phonics to decode new words in age-appropriate material.
sson 24 The Way of Righteousi	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.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 word
	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.
sson 25	Selected Articles from the US and USSR Constitutions	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.
u.		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.

	1.4.5. Use a variaty of decading strategies (a.g., phonics, word natterns, attratival analysis, contast alwas) to recognize new 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.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.

39

		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 26	The Groom's Crimes	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.7. 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.D.7. Continuously check and claimy for understanding (e.g., reread, read anead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.10. Ask questions to clarify understanding.
		1.B.10. Ask questions to clarify understanding. 1.B.11. Summarize or retell information from a text.
		1.B.10. Ask questions to clarify understanding.

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.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.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.
	1. A 1. Use when iss to decode any words in our communists material
esson 27 The Stonecutter	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.5. Define unaminal 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).

		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
Lesson 28	The Pillow Book	1.A.1. Use phonics to decode new words in age-appropriate material.
		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.
		organization, elaboration, and integration.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus,
		3.B.2. Establish and maintain a focus.
		generate and organize ideas with teacher assistance.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to
		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.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.

4	3

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.
T.D. 7. Continuously check and clarify for understanding (e.g., reread, read anead, use visual and context cides) 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.
sson 29 The Most Frugal Man in the World	1.A.1. Use phonics to decode new words in age-appropriate material.
son 27 The most rragar man in the world	
	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 word
	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.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.

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.

Lesson 30 A Philosophical Essay on Pr	robabilities 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.

Copyright 2009 Touchstones Discussion Project.

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.

47