| Title: | Touchstones Volume | Alignment to NCTE Standards | |
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| Lesson | Lesson Title | | |
| Number | | http://www.ncte.org/standards | |
| Lesson 1 | The Orientation Class | An appropriate alignment is not available for this lesson. | |
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| Lesson 2 | The Odyssey | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. | |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. | |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). | |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes | |
| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. | |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. | |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. | |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. | |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. | |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). | |
| Lesson 3 | On a Certain Blindness in Human Beings | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. | |
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| Lesson 4 | Why There Are Children | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| Lesson 5 | Pensees | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 6 | Stride Toward Freedom | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 7 | On War | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 8 | On Persuasion | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
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| Lesson 9 | Can Lying Be Justified? | Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
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| Lesson 10 | Boy Viewing Mount Fuji | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
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| Lesson 11 | The Lives of Greeks and Romans | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | enjoyment, persuasion, and the exchange of information). |
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| Lesson 12 | Society in America | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
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| Lesson 13 | Fire and Ice | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
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| Lesson 14 | The Confessions | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
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| Lesson 15 | On National Education | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 16 | The Autobiography | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |

| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on |
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| | | their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of |
| | | other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter |
| | | correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to |
| | | communicate effectively with a variety of audiences and for different purposes |
| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately |
| | | to communicate with different audiences for a variety of purposes. |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
| | | techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
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| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. |
| | | They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, |
| | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
| | | cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy |
| | | communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
| | | enjoyment, persuasion, and the exchange of information). |
| | | enjoyment, persuasion, and the exchange of informationy. |
| Lesson 17 | On Nature | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
| LC33011 17 | On Nature | the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of |
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| | | society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and |
| | | contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many |
| | | dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
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| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on |
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| | | other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter |
| | | correspondence, sentence structure, context, graphics). |
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| | | communicate effectively with a variety of audiences and for different purposes |
| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately |
| | | to communicate with different audiences for a variety of purposes. |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
| | | techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
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| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. |
| | | They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, |
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| | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
|] | | cultures, ethnic groups, geographic regions, and social roles. |

| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
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| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 18 | Cordina | 1. Churdonto wood a usida names of maint and non-maint toute to build an understanding of toute of themselves and of |
| Lesson 18 | Gorgias | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
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| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
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| Lesson 19 | Letter to Her Mother | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes |

| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
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| Lesson 20 | The Autobiography of Malcom X | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes |
| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
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| Lesson 21 | Discourse on Method | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
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| Lesson 21 | Discourse on Method | the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of |
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| | | society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and |
| | | contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many |
| | | dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
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| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on |
| | | their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of |
| | | other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter |
| | | correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to |
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| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately |
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| 1 | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
| | | techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
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| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. |
| | | They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, |
| | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
| | | cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy |
| | | communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
| | | enjoyment, persuasion, and the exchange of information). |
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| Lesson 22 | On Arguments | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
| | | the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of |
| | | society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and |
| | | contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many |
| | | dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
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| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on |
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| | | other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter |
| | | correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to |
| | | communicate effectively with a variety of audiences and for different purposes |
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| | | to communicate with different audiences for a variety of purposes. |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
| | | techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
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| | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
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| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy |
| | | communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
| | | enjoyment, persuasion, and the exchange of information). |
| Losson 22 | Cloth (On Lozinoso | 1. Chi danta mandia un'ida namana afi maint and man maint tauta ta build an umdanatan dina afitauta afithamach na and af |
| Lesson 23 | Sloth/On Laziness | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes |
| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
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| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 24 | The Way of Righteousness | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |

| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on |
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| <u> </u> | | correspondence, sentence structure, context, graphics). |
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| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately |
| | | to communicate with different audiences for a variety of purposes. |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
| | | techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | techniques, rigurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. |
| | | They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, |
| | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
| | | cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy |
| | | communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
| | | enjoyment, persuasion, and the exchange of information). |
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| Lesson 25 | Selected Articles from the U.S. | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
| 200001120 | and U.S.S.R Constitutions | the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of |
| | | society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and |
| | | contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many |
| | | dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
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| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
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| | | They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, |
| <u> </u> | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
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| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
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| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 26 | The Groom's Crimes | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| Lesson 27 | The Stonecutter | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes |

| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately |
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| | | to communicate with different audiences for a variety of purposes. |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
| | | techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | + | techniques, rigurative language, and genre to create, critique, and discuss print and non-print texts. |
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| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. |
| | | They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, |
| | | people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across |
| | | cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy |
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| • | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
| | | enjoyment, persuasion, and the exchange of information). |
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| Lesson 28 | The Pillow Book | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
| | | the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of |
| | | society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and |
| | | contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many |
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| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media |
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| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. |
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| | | cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy |
| | | communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, |
| | | enjoyment, persuasion, and the exchange of information). |
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| Lesson 29 | The Most Frugal Man in the World | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of |
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| 20301127 | The Most Hugar Mair III the World | the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of |
| | | society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many |
| | | dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| | | 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes |
| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| | | 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. |
| | | 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| | | 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| | | 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
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| Lesson 30 | A Philosophical Essay on Probabilities | 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| | | 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| | | 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
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| | | 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. |
| | | 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |

| 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. |
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| 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. |
| 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |