

Title: Touchstones Volume B		Alignment to New York ELA Standards
Lesson Number	Lesson Title	http://www.emsc.nysed.gov/ciai/ela/elacore.htm
Lesson 1	The Orientation Class	An appropriate alignment for this lesson is not available.
Lesson 2	The Odyssey	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources

		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences

		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 3	On a Certain Blindness in Human Beings	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication

		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 4	Why There Are Children	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes

		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances

		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 5	Pensees	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly

	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance

		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 6	Stride Toward Freedom	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer

		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 7	On War	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information

	Reading Standard 1: Make, confirm, or revise predictions
	Reading Standard 2: Recognize that one text may generate multiple interpretations
	Reading Standard 2: Recognize recurring themes in a variety of literary works
	Reading Standard 2: Recognize how the author's use of language creates images or feelings
	Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
	Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
	Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
	Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
	Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
	Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Writing Standard 1: Include relevant information and exclude irrelevant information
	Writing Standard 1: Use paraphrase and quotation correctly
	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
	Listening Standard 3: Recognize multiple levels of meaning
	Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
	Listening Standard 3: Identify missing or unclear information
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for more than one level of meaning
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
	Speaking Standard 1: Connect, compare, and contrast ideas and information
	Speaking Standard 1: Ask questions to clarify information

		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 8	On Persuasion	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues

	Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Writing Standard 1: Include relevant information and exclude irrelevant information
	Writing Standard 1: Use paraphrase and quotation correctly
	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text

		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 9	Can Lying Be Justified?	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text

	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
	Listening Standard 3: Recognize multiple levels of meaning
	Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
	Listening Standard 3: Identify missing or unclear information
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for more than one level of meaning
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
	Speaking Standard 1: Connect, compare, and contrast ideas and information
	Speaking Standard 1: Ask questions to clarify information
	Speaking Standard 2: Present interpretations and support them through specific references to the text
	Speaking Standard 2: Explain social, historical, and cultural features of literary text
	Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
	Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
	Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting

Lesson 10	Boy Viewing Mount Fuji	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
	Listening Standard 3: Recognize multiple levels of meaning
	Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
	Listening Standard 3: Identify missing or unclear information
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for more than one level of meaning
	Listening Standard 4: Withhold judgment

		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 11	The Lives of Greeks and Romans	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance

		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text

		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 12	Society in America	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text

	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
	Listening Standard 3: Recognize multiple levels of meaning
	Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
	Listening Standard 3: Identify missing or unclear information
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for more than one level of meaning
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
	Speaking Standard 1: Connect, compare, and contrast ideas and information
	Speaking Standard 1: Ask questions to clarify information
	Speaking Standard 2: Present interpretations and support them through specific references to the text
	Speaking Standard 2: Explain social, historical, and cultural features of literary text
	Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
	Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
	Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
	Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
	Speaking Standard 4: Provide feedback by asking questions
	Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting

Lesson 13	Fire and Ice	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives

		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 14	The Confessions	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them

		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 15	On National Education	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings

		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance

	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
	Listening Standard 3: Recognize multiple levels of meaning
	Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
	Listening Standard 3: Identify missing or unclear information
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Listening Standard 4: Listen for more than one level of meaning
	Listening Standard 4: Withhold judgment
	Listening Standard 4: Appreciate the speaker's uniqueness
	Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
	Speaking Standard 1: Connect, compare, and contrast ideas and information
	Speaking Standard 1: Ask questions to clarify information
	Speaking Standard 2: Present interpretations and support them through specific references to the text
	Speaking Standard 2: Explain social, historical, and cultural features of literary text
	Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances

		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 16	The Autobiography	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly

	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance

		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 17	On Nature	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer

		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 18	Gorgias	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent

		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text

		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 19	Letter to Her Mother	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer

	Writing Standard 1: Include relevant information and exclude irrelevant information
	Writing Standard 1: Use paraphrase and quotation correctly
	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate

		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 20	The Autobiography of Malcolm X	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation

		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 21	Discourse on Method	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information

	Reading Standard 1: Identify missing, conflicting, and/or unclear information
	Reading Standard 1: Compare and contrast information from a variety of different sources
	Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
	Reading Standard 1: Make, confirm, or revise predictions
	Reading Standard 2: Recognize that one text may generate multiple interpretations
	Reading Standard 2: Recognize recurring themes in a variety of literary works
	Reading Standard 2: Recognize how the author's use of language creates images or feelings
	Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
	Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
	Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
	Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
	Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
	Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
	Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
	Writing Standard 1: Include relevant information and exclude irrelevant information
	Writing Standard 1: Use paraphrase and quotation correctly
	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas

		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 22	On Arguments	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance

		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors

		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 23	Sloth and On Laziness	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text

		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions

		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 24	The Way of Righteousness	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives

		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 25	Selected Articles from the US and USSR Constitutions	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them

		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 26	The Groom's Crimes	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them

		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment

		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 27	The Stonecutter	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning

		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 28	The Pillow Book	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance

		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 1: Write accurate and complete responses to questions about informational material
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication

		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 29	The Most Frugal Man in the World	Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes

		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly
		Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance

		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
		Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
		Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
		Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
		Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
		Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
		Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
		Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
		Listening Standard 1: Distinguish between relevant and irrelevant oral information
		Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
		Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
		Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
		Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
		Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
		Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances

		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
Lesson 30	A Philosophical Essay on Probabilities	Reading Standard 1: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational text
		Reading Standard 1: Distinguish between relevant and irrelevant information
		Reading Standard 1: Identify missing, conflicting, and/or unclear information
		Reading Standard 1: Compare and contrast information from a variety of different sources
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information
		Reading Standard 1: Make, confirm, or revise predictions
		Reading Standard 2: Recognize that one text may generate multiple interpretations
		Reading Standard 2: Recognize recurring themes in a variety of literary works
		Reading Standard 2: Recognize how the author's use of language creates images or feelings
		Reading Standard 2: Read silently and aloud from a variety of genres, authors, and themes
		Reading Standard 2: Identify questions of personal importance and interest, and list works of literature that addresses them
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify conflicting information
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: consider the background and qualifications of the writer
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify propaganda, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify techniques used to persuade, such as emotional and ethical appeals, with assistance
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify cultural and ethnic values and their impact on content
		Reading Standard 3: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to: identify multiple levels of meaning
		Reading Standard 3: Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
		Reading Standard 3: Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
		Reading Standard 4: Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Reading Standard 4: Consider the age, gender, social position, and cultural traditions of the writer
		Writing Standard 1: Include relevant information and exclude irrelevant information
		Writing Standard 1: Use paraphrase and quotation correctly

	Writing Standard 1: Connect, compare, and contrast ideas and information from one or more sources
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text
	Writing Standard 1: Write accurate and complete responses to questions about informational material
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: express opinions and support them through specific references to the text
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: demonstrate understanding of plot and theme
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: identify and describe characters and their motivations
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: analyze the impact of the setting
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: draw conclusions and provide reasons for the conclusions
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: compare and contrast characters, setting, mood, and voice in more than one literary text or performance
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: make connections between literary text and personal experience or knowledge
	Writing Standard 2: Write interpretive and responsive essays of approximately three pages to: Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text
	Writing Standard 3: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text
	Writing Standard 3: Compare and contrast literary elements in more than one genre and/or by more than one author
	Writing Standard 3: Maintain a writing portfolio that includes writing for critical analysis and evaluation
	Writing Standard 4: Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Writing Standard 4: Write personal reactions about experiences, events, and observations, using a form of social communication
	Listening Standard 1: Listen to and follow multistep directions that provide information about a task or assignment
	Listening Standard 1: Recall significant ideas and details, and describe the relationships between and among them
	Listening Standard 1: Distinguish between relevant and irrelevant oral information
	Listening Standard 1: Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit information
	Listening Standard 2: Interpret and respond to texts on a variety of themes from different genres and authors
	Listening Standard 2: Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text
	Listening Standard 2: Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance
	Listening Standard 2: Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate
	Listening Standard 2: Recognize social, historical, and cultural features in presentations of literary texts, with assistance

		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
		Listening Standard 3: Recognize multiple levels of meaning
		Listening Standard 3: Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives
		Listening Standard 3: Identify missing or unclear information
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Listening Standard 4: Listen for more than one level of meaning
		Listening Standard 4: Withhold judgment
		Listening Standard 4: Appreciate the speaker's uniqueness
		Speaking Standard 1: Present examples, definitions, and direct references to the text in support of ideas
		Speaking Standard 1: Connect, compare, and contrast ideas and information
		Speaking Standard 1: Ask questions to clarify information
		Speaking Standard 2: Present interpretations and support them through specific references to the text
		Speaking Standard 2: Explain social, historical, and cultural features of literary text
		Speaking Standard 2: Ask and respond to questions to clarify an interpretation or response to literary texts and performances
		Speaking Standard 3: Express opinions or judgments about information, ideas, opinions, themes, and experiences
		Speaking Standard 3: Ask and respond to questions to clarify an opinion or judgment
		Speaking Standard 4: Respect the age, gender, social position, and cultural traditions of the listener
		Speaking Standard 4: Provide feedback by asking questions
		Speaking Standard 4: Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting