Title: Where'd They Get That		Alignment to IL ELA Standards
Lesson	Lesson Title	http://www.isbe.state.il.us/ILS/ela/stage_C/descriptor.htm
Number		
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Cares	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize
		new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available
		technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
		reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
		synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation
		of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
		information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
-		2.A.4. Identify/compare characters' attributes across stories.
	 	2.A.5. Define unfamiliar vocabulary.
<u> </u>		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	ı	12.7.10. Name several characteristics that distinguish netion from normetion.

2.A.10. Recognize that prose is written in sentences and organized in paragraphs. 2.A.12. Discover poelic devices (e.g., rhyme, rhythm, alliteration, onomalopeaia, repetition, simile, metaphor). 2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences. 2.B.2. Investigate literature from a variety of time periods/ cultures/genres. 2.B.4. Discuss works that have a common theme. 2.B.5. Support plausible interpretations with evidence from the text. 3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence). 3.A.2. Construct complete sentences. 3.A.3. Demonstrate subject-verb agreement. 3.A.4. Use end marks. commas, and quotation marks. 3.A.5. Use appropriate capitalization. 3.A.6. Use appropriate capitalization. 3.A.7. Use correct spelling of high frequency words. 3.A.8. Use convect spelling of high frequency words. 3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs). 3.A.1. Proofread and revise one's form words. 3.B.2. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizars) to generate and organize blees with teacher assistance. 3.B.2. Establish and maintain a focus. 3.B.3. Use satings of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration. 3.B.3. Use basic transitions to connect ideas. 3.B.5. Use basic transitions to connect ideas. 3.B.5. Use having process for a variety of purposes, (e.g., praving, exposition, persuasion). 4.A.1. Attend to the speaker and focus attention on what is being said. 4.A.2. Distinguish among different knots of information that is given orally. 4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction). 4.A.5. Formulate relevant and focused questions.			2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.8.1. Apply events and situations in both fiction and nonfiction to personal experiences. 2.8.2. Investigate literature from a variety of time periods/ cultures/genres. 2.8.6. Support plausible interpretations with evidence from the text. 3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence). 3.A.2. Construct complete sentences. 3.A.3. Demonstrate subject-verb agreement. 3.A.4. Use end marks, commas, and quotation marks. 3.A.4. Use and marks, commas, and quotation marks. 3.A.5. Use appropriate capitalization. 3.A.6. Use appropriate punctuation. 3.A.7. Use correct spelling of high frequency words. 3.A.8. Use appropriate punctuation. 3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs). 3.A.10. Proofread and revise one's own work. 3.A.10. Proofread and revise one's own work. 3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ledes with teacher assistance. 3.B.2. Establish and maintain a focus. 3.B.3. Use bas tages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration. 3.B.5. Desibate transitions to connect ideas. 3.B.6. Plaborate and support ideas (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization and structure (e.g., paragraph, essay) appropriate to purpose, audience, and context. 3.B.6. Plaborate and support ideas (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus organization and support ideas (e.g., preparation, eagosition, persuasion). 4.A.1. Attend to the passice and context ideas (e.g., preparation, eagosition, persuasion). 4.A.2. Desinguish among different kinds of information (e.g., find, opinion, detail, main idea, fantasy, reality). 4.A.3. Comstruct relevant, appropriate information to discussions with rele			
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1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize
new words when reading age-appropriate material.
1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available
technology) to clarify meanings of unfamiliar words.
1.B.1 Identify purposes for reading before and during reading.
1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after
reading.
1.B.4. Identify explicit main ideas.
1.B.5. Make connections from text to text, text to self, text to world.
1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
reading.
1.B.10. Ask questions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
synthesizing, inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation
of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2.A.2. Identify the setting and tell how it affects the story.
2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
2.A.4. Identify/compare characters' attributes across stories.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
 12.3.6. Support plausible interpretations with evidence from the text.

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

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		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs
		with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
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Lesson 5	Why Does a Ball Keep Moving After You Throw It?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize
		new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available
		technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after
		reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
		reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 15	Why Do I Have To Prove It?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize
		new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available
		technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after
		reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
		reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
		synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
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	1. C. 7. Use to the deput of the company of the com
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
-	information. 1.C.8. Explain how authors and illustrators express their ideas.
<u> </u>	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
<u> </u>	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect,
	problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic
	organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs
	with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social
	interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
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		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 16	Will the Sun Rise Tomorrow?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize
		new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available
		technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after
		reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
		reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
		synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation
		of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	<u> </u>	1.C.7. Use toxt structure (e.g., sequential order, chronological order, problem/solution) to determine most immediate
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary. 2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography). 2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect,
		problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs. 2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		Z.A. 12. Discover poetic devices (e.g., myrine, myrinin, ailiteration, onomatopoeta, repetition, simile, metapnor).

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

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

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

1.B.6. Differentiate between fact and opinion.
1.B.7. Identify genres of fiction and non-fiction.
1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during
reading.
1.B.10. Ask questions to clarify understanding.
1.B.11. Summarize or retell information from a text.
1.B.12. Interpret age-appropriate figurative language.
1.B.13. Read age-appropriate material aloud with fluency and accuracy.
1.C.1. Use evidence in text to form questions and verify predictions.
1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing,
synthesizing, inferring, evaluating).
1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation
of text.
1.C.4. Identify the message the author conveys in the text.
1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
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1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important
information.
1.C.8. Explain how authors and illustrators express their ideas.
2.A.5. Define unfamiliar vocabulary.
2.A.6. Name several characteristics that distinguish fiction from nonfiction.
2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect,
problem/solution).
2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
2.B.4. Discuss works that have a common theme.
2.B.6. Support plausible interpretations with evidence from the text.
3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
3.A.2. Construct complete sentences.
3.A.3. Demonstrate subject-verb agreement.
3.A.4. Use end marks, commas, and quotation marks.
3.A.5. Use appropriate capitalization.
3.A.6. Use appropriate punctuation.
3.A.7. Use correct spelling of high frequency words.
3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3.A.10. Proofread and revise one's own work.
3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic
organizers) to generate and organize ideas with teacher assistance.
3.B.2. Establish and maintain a focus.
3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs
with focus, organization, elaboration, and integration.
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3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3.B.5. Use basic transitions to connect ideas.
3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
4.A.1. Attend to the speaker and focus attention on what is being said.
4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
4.A.4. Separate and retell main ideas from information that is given orally.
4.A.5. Formulate relevant and focused questions.
4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
4.B.13. Contribute relevant, appropriate information to discussions.
4.B.14. Demonstrate respect for other participants and their ideas.
4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
4.B.13. Contribute relevant, appropriate information to discussions.
4.B.14. Demonstrate respect for other participants and their ideas.