

Title: Where'd They Get That		Alignment to NY ELA Standards
Lesson Number	Lesson Title	http://www.emsc.nysed.gov/ciai/ela/elacore.htm
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Cares	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments

		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 3	How Long Could You Observe a Stinky Fish	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups

		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 4	Are These Figures the Same?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information

	Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
	Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
	Reading Standard 1: Distinguish between fact and opinion
	Reading Standard 1: Identify information that is implied rather than stated
	Reading Standard 1: Recognize how new information is related to prior knowledge or experience
	Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
	Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
	Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
	Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
	Reading Standard 1: Make, confirm, or revise predictions, with assistance
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
	Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
	Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 1: Use paragraphing to organize ideas and information
	Writing Standard 1: Use paraphrasing, with assistance
	Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance

		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 5	Why Does a Ball Keep Moving After You Throw It?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information

		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments

		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 6	How Straight Is Straight?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details

		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion

		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 7	How Does a Scientist Think?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text

		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play

		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 8	Do You Like Mathematics?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer

		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements

		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 9	Does the Universe Ever End?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning

		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 10	Why Do We Study Math?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information

		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance

		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 11	Symmetry: Can You Prove It?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance

		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance

		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 12	Should Scientists Experiment on Animals?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language

		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience

		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 13	Is That Reason Enough?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text

		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances

		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 14	How Big Is Infinity?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas

		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments

		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 15	Why Do I Have To Prove It?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups

		Writing Standard 1: Use <u>paragraphing</u> to organize ideas and information
		Writing Standard 1: Use <u>paraphrasing</u> , with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use <u>supporting evidence from text</u> to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use <u>precise vocabulary</u> in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 16	Will the Sun Rise Tomorrow?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated

		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing

		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 17	Are Scientists Responsible for Their Inventions?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance

		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance

		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 18	Do Triangles Really Exist?	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration

		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance

		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully