

Touchpebbles Volume A	AERO ELA Standards	AERO World Language Standards
LESSON NUMBER & TITLE	http://www.projectaero.org/aero_standards/English/EnglishQs.html	
Lesson 2: The Judge	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.

	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 3: The Camel and the Jackal	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.

	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 4: The Clever Thief	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.

	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	

	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 5: Hound and Hunter	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.

	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	

	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 6: The Lion and the Mouse	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	

	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 7: A Test of Strength	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.

	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	

	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 8: Pandora's Box	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.

	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	

	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 9: The Confessions	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.

	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	

	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 10: Emile on Education	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.

	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	

	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 11: The Pillow	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.

	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	

	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 12: Catching a Fish in the Forest	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.

	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	

	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 13: The Eagle	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.

	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 14: They Share the Work	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.

	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 15: Two Portraits	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.

	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	

	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 16: The Republic	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.

	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	

	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 17: How to Catch a Thief	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	

	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 18: Definitions of a Straight Line	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.

	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	

	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 19: Gilgamesh the King	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.

	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	

	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 20: The Weapons of King Chuko	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.

	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	

	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 21: The Odyssey	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.

	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	

	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 22: How Much is a Son Worth?	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.

	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	

	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 23: Images of Waves	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.

	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	

	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 24: About Lying	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.

	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 25: The Man Who Thought He Could Do Anything	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.

	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 26: Robinson Crusoe	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.

	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	

	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 27: Narcissus	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.

	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	

	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 28: The Spider and the Turtle	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.2.b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
	Reading 2.b. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.c. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 2.d. Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification.	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 2.e. Make logical predictions about text by using prior knowledge and ideas presented in text, including key plot elements, illustrations, titles, topic sentences, key words, characterization, symbolism, and foreshadowing clues.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.e. Identify the basic parts of speech.	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	

	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	
	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 29: The Cover Map of Iceland	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.

	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.
	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
	Writing 4.g. Write fluidly and legibly in cursive.	
	Writing 4.h. Edit and correct work.	
	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
	Writing 5.c. Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points.	
	Writing 5.d. Use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Writing 5.e. Use a variety of perspectives in writing.	
	Writing 5.f. Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	

	Writing 5.g. Write in a variety of genres, including: narrative (e.g., literary responses, memories, observations that provide a context for the reader) poetry and verse (e.g., simple rhymes, haiku, blank verse), persuasive, expository, short stories	
	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
	Listening and Speaking 6.a. Ask interpretive and evaluative questions.	
	Listening and Speaking 6.b. Respond to interpretive and evaluative questions.	
	Listening and Speaking 6.c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
	Listening and Speaking 7.a. Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	
	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	
Lesson 30: The Histories	Reading 1.a. Apply knowledge of word relationships, root words, derivations, suffixes, and affixes to determine the meaning of words.	1.1.b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
	Reading 1.b. Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of phrases.	1.1.. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
	Reading 1.c. Use appropriate strategies (e.g., previews text, pictorial clues, contextual clues, predictions) when reading for different purposes (e.g., full comprehension, locating information, following multiple-step instructions, and personal enjoyment).	1.1.e. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
	Reading 1.d. Use a dictionary and a thesaurus to determine the meaning of words.	1.1.h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
	Reading 2.a. Describe the structural difference of various forms of literature (e.g., poetry, fantasies, fables, myths, legends, and fairy tales, biographies).	1.3.d. Tell or retell stories, orally or in writing.
	Reading 2.f. Produce written and oral responses to literature that demonstrate an understanding of the literary work and that support judgments through references both to the text and to prior knowledge.	1.3.f. Read aloud with appropriate intonation and pronunciation.
	Reading 3.a. Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support).	1.4.a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.

	Reading 3.b. Use text organizers (e.g., headings, topic and summary sentences, graphic features) to determine main ideas of a text and to locate information.	1.4.b. Understand how cognates can enhance comprehension of spoken and written language.
	Reading 3.c. Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	1.4.c. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
	Reading 3.d. Distinguish between fact and opinion in expository text.	1.4.d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
	Reading 3.e. Produce summaries of non-fiction texts, accurately conveying the main ideas and the most significant details.	1.4.e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.
	Writing 4.a. Construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2.1.c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
	Writing 4.b. Use adverbs and adjectives, prepositions, coordinating conjunctions, and irregular verbs.	3.1.a. Study a variety of content topics in the target language.
	Writing 4.c. Use correct punctuation (e.g., commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles).	3.2.a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
	Writing 4.d. Use spelling conventions consistent with one internationally recognized system.	
	Writing 4.e. Identify the basic parts of speech.	
	Writing 4.f. Use appropriate paragraph form (e.g., indentations, margins, spacing).	
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	Writing 5.a. Write clear, fluid sentences.	
	Writing 5.b. Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	
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	Writing 5.h. Edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	

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	Listening and Speaking 6.d. Identify how language (e.g., sayings, expressions, usage, dialect, colloquialisms) reflects regions and cultures.	
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	Listening and Speaking 7.b. Use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	
	Listening and Speaking 7.c. Use verbal and non-verbal cues (e.g., volume, enunciation, gestures) to clarify meaning and emphasize points.	
	Listening and Speaking 7.d. Use details, examples, anecdotes, or experiences to explain or clarify information.	