

Touchpebbles Volume A		<a href="http://www.corestandards.org/the-standards/english-language-arts-">http://www.corestandards.org/the-standards/english-language-arts-</a>			
Lesson	Lesson Name	Anchor Standards	Grade 3	Grade 4	Grade 5
2	The Judge	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			

3	The Camel and the Jackal	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

		Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). ---Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases for effect.* --Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases to convey ideas precisely.* --Choose punctuation for effect.* --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>--Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>--Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>--Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>--Interpret figurative language, including similes and metaphors, in context.</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
4	Copyright 2012 Touchpebbles from the Discussion Project. All rights reserved.	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>--Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>--Decode words with common Latin suffixes.</li> <li>--Decode multisyllable words.</li> <li>--Read grade-appropriate irregularly spelled words.</li> </ul>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>--Read grade-level text with purpose and understanding.</li> <li>--Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>--Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			

5	Hound and Hunter	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

		Writing: 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		<p>Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Use correct capitalization.                      --Use commas and quotation marks to mark direct speech and quotations from a text.                      --Use a comma before a coordinating conjunction in a compound sentence.                      --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
6	The Lion and the Mouse	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
7	Test of Strength	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
8	Pandora's Box	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

		Writing: 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		<p>Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Use commas and quotation marks to mark direct speech and quotations from a text.                  --Use a comma before a coordinating conjunction in a compound sentence.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
9	The Confessions	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.6. Distinguish their own point of view from that of the author of a text.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                  --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                  --Identify and know the meaning of the most common prefixes and derivational suffixes.                  --Decode words with common Latin suffixes.                  --Decode multisyllable words.                  --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                  --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                  --Read grade-level text with purpose and understanding.                  --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                  --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>Copyright 2012 Touchstones Discussion Project. All rights reserved.</p>		<p>Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 82</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Use correct capitalization.                      --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. --Interpret figurative language, including similes and metaphors, in context.
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
10	Emile or On Education	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.6. Distinguish their own point of view from that of the author of a text.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

		Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                  --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                  ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>Copyright 2012 Touchstones Discussion Project. All rights reserved.</p>		<p>Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 92</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Use correct capitalization.                      --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. --Interpret figurative language, including similes and metaphors, in context.
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
11	The Pillow	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                  --Read grade-level text with purpose and understanding.                  --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                  --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                  --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                  --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			

12	Catching a Fish in the Forest	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.
Copyright 2012 Touchstones Discussion Project. All rights reserved.		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

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		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
13	The Eagle	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Identify and know the meaning of the most common prefixes and derivational suffixes. --Decode words with common Latin suffixes. --Decode multisyllable words. --Read grade-appropriate irregularly spelled words.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

		Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.          --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).          --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.          Explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.          --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).          ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>--Follow agreed-upon rules for discussions and carry out assigned roles.                  --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                  --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases for effect.* --Recognize and observe differences between the conventions of spoken and written standard English.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>--Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>--Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>--Use correct capitalization.</li> <li>--Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>--Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>--Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>
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		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                  --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.</p>		<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
14	They Share the Work	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>--Read grade-level text with purpose and understanding.</li> <li>--Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>--Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>--Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>--Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
15	Two Portraits	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Identify and know the meaning of the most common prefixes and derivational suffixes. --Decode words with common Latin suffixes. --Decode multisyllable words. --Read grade-appropriate irregularly spelled words.	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		<p>Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases for effect.* --Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases to convey ideas precisely.* --Choose punctuation for effect.* --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>--Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>--Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>--Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>--Interpret figurative language, including similes and metaphors, in context.</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
16	Copyright 2013 Touchstones Discussion Project. All rights reserved.	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
17	How to Catch a Thief	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
18	Definitions of a Straight Line	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.6. Distinguish their own point of view from that of the author of a text.	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>--Follow agreed-upon rules for discussions and carry out assigned roles.                  --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                  --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.          --Choose words and phrases for effect.*          --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          --Use correct capitalization.          --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.          --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.          --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
19	Gilgamesh the King	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
20	The Weapons of King Chuko	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

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		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
21	The Odyssey	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
22	How Much is a Son Worth?	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
23	Images of Waves	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Identify and know the meaning of the most common prefixes and derivational suffixes. --Decode words with common Latin suffixes. --Decode multisyllable words. --Read grade-appropriate irregularly spelled words.	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases for effect.* --Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Choose words and phrases to convey ideas precisely.* --Choose punctuation for effect.* --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>--Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>--Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>--Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>--Interpret figurative language, including similes and metaphors, in context.</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.6. Distinguish their own point of view from that of the author of a text.	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
25	The Man Who Thought He Could Do Anything	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>--Read grade-level text with purpose and understanding.</li> <li>--Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>--Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
26	Robinson Crusoe	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.          --Identify and know the meaning of the most common prefixes and derivational suffixes.          --Decode words with common Latin suffixes.          --Decode multisyllable words.          --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.          --Read grade-level text with purpose and understanding.          --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.          --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			

27	Narcissus	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>--Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>--Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>--Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
28	The Spider and the Turtle	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

		<p>Reading: 6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>--Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
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		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Touchpebbles A Alignment to Common Core Standards: Anchor, Reading, Writing, Speaking Listening, and Language

		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Use correct capitalization. --Spell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases to convey ideas precisely.*                  --Choose punctuation for effect.*                  --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
29	The Cover Map of Iceland	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.6. Distinguish their own point of view from that of the author of a text.	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. --Read grade-level text with purpose and understanding. --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p>Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                      --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions and carry out assigned roles.                      --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                      --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                      --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                      --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                      Explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>--Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>--Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  --Choose words and phrases for effect.*                  --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  --Use correct capitalization.                  --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                  --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                  --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      --Interpret figurative language, including similes and metaphors, in context.</p>
		<p>Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
				L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
30	The Histories	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.6. Distinguish their own point of view from that of the author of a text.	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic	RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

		<p>Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Identify and know the meaning of the most common prefixes and derivational suffixes.                      --Decode words with common Latin suffixes.                      --Decode multisyllable words.                      --Read grade-appropriate irregularly spelled words.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.                      --Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.                      --Read grade-level text with purpose and understanding.                      --Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                      --Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
		<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). --Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

		<p>Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                      --Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                      ----Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                  --Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                  --Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                  Explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.                  --Follow agreed-upon rules for discussions and carry out assigned roles.                  --Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                  --Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
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		Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  --Follow agreed-upon rules for discussions and carry out assigned roles. --Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. --Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

		Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --Spell grade-appropriate words correctly, consulting references as needed.

		<p>Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases for effect.*                      --Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      --Use correct capitalization.                      --Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      --Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
		<p>Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      --Use sentence-level context as a clue to the meaning of a word or phrase.                       --Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      --Choose words and phrases to convey ideas precisely.*                      --Choose punctuation for effect.*                      --Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                      --Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. --Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. --Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. --Interpret figurative language, including similes and metaphors, in context.
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

				<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	
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