Title: Touchpebbles Volume A		Alignment to Illinois ELA Standards
Lesson	Lesson Title	
Number		http://www.isbe.state.il.us/ILS/ela/stage_D/descriptor.htm
Lesson 1	A Different Kind of Class	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1 P. 11 Clarify understanding continuously (e.g., read about use visual and context clues) during reading
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading. 1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		11.0.3 Ose evidence in text to generate and commit or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	<u> </u>	1.C.9 Paraphrase/summarize narrative text according to text structure.
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		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.5.11 Recognize similarnes and unreferres when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
		works by a variety of authors from different times and cultures.
		2.A.4 Identify and discuss the elements of plot and subplot.
		2.A.5 Identify/compare characters' attributes and motives
		2.A.6 Make inferences about character traits and check text for verification.
	<u>I</u>	2.7.10 make interestinged about character traits and check text for verification.

		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
		poerris).
		2.D.1 Make information draw complying make comparing from both to both to odd tout to world
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		ladverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
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		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 2	The Judge	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.

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	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
	correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
	during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
	presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
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	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
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	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
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		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
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		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
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		3.B.2 Compose topic sentence; establish and maintain a focus.
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		3.B.6 Use adjectives and adverbs to enrich written language.
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		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
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		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
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		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.

1.8.6 Demonstrate an accurate understanding of Information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world. 1.8.7 Identify explicit and implicit main ideas. 1.8.8 Differentiate between fact and opinion. 1.8.10 Paraphrase/summarize information in a text. 1.8.11 Clarify understanding continuously (c.g., read ahead, use visual and context clues) during reading. 1.8.12 Critique text using personal reflections and responses. 1.8.13 Generalize meanings from figurative language. 1.8.13 Generalize meanings from figurative language. 1.8.14 See adapse-appropriate material aloud with fluency and accuracy. 1.C.1 Use evidence in text to modify predictions and questions. 1.C.2 Use evidence in text to respond to open-ended questions. 1.C.3 Use evidence in text to respond to open-ended questions. 1.C.3 Use evidence in text to respond to open-ended questions. 1.C.4 Deservations of the evidence in text to respond to pen-ended questions. 1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference. 1.C.6 Select reading strategies for text appropriate to the reader's purpose. 1.C.7 Paraphrase/summarize narrative text according to text structure. 1.C.11 Recognize similarities and differences when presented with varying styles or points of view. 1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. 2.A.1 Read a wide range of fiction. 2.A.2 Identify and compare themes or messages in various selections. 2.A.3 Generalized and compare themes or messages in various selections. 2.A.3 Generalized and compare themes or messages in various selections. 2.A.3 Identify and compare themes or messages in various selections. 2.A.3 Identify compare characters attributes and motives. 2.A.4 Identify and compare themes or messages in various selections. 2.A.5 Identify compare characters attributes and motives. 2.A.6 Identify compare charac	
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1.8.12 Generalize meanings from figurative language. 1.8.13 Generalize meanings from figurative language. 1.8.15 Generalize meanings from figurative language. 1.6.1 Use evidence in text to modify predictions. 1.6.2 Use evidence in text to respond to open-ended questions. 1.6.3 Use evidence in text to generate and confirm or reject hypotheses. 1.6.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference. 1.6.6 Select reading strategies for text appropriate to the reader's purpose. 1.6.9 Paraphrase/summarize narrative text according to text structure. 1.6.11 Recognize similarities and differences when presented with varying styles or points of view. 1.6.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. 2.1 Read a wide range of liction. 2.1 Read a wide range of liction. 2.1 Read a wide range of liction. 2.2 A 1 Identify and compare themes or messages in various selections. 2.3 Temperature or a variety of authors from different times and cultures. 2.4 Identify and discuss the elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures. 2.4 Identify and discuss the elements of plot and subjot. 2.5 Identify compare characters' attributes and motives. 2.6 Identify metaphor, simile, onomatopoeia, and hyperbole in text. 2.7 A polysicus and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.8 I Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.8 I Support an interpretation by citing the text. 2.8 I Support an interpretation by citing the text. 3.4 I Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory). 3.4 Use appropriate papiratic apiratization. 3.5 Use appropriate punctu	1.5. To Faraphiraso, summarize information in a text.
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3.A.5 Use correct spelling of appropriate high frequency words.	
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.	
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).	adverb).

		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
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Lesson 4	The Clever Thief	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning. 1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1. D. C. Demonstrate and a second constraint of the formation in the Asset In Second constitution of
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
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		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.

	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to respond to open-ended questions. 1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
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	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
	summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
	context.
	3.B.4 Use basic transitions to connect ideas.
	5.5. 1 600 basis transitions to common radius.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
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		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions. 4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 5	Hound and Hunter	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		, , , , , , , , , , , , , , , , , , , ,
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		T.B. To Furgina So, Summarize minormation in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C. 11 Decognize similarities and differences when presented with varying styles or points of view
L		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.

1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.1 Read a wide range of fiction.
2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
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2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.4 Analyze several works that have a common theme.
2.B.6 Support plausible interpretations with evidence from the text.
3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
exclamatory).
3.A.2 Demonstrate subject/verb agreement.
3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
3.A.5 Use correct spelling of appropriate high frequency words.
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).
3.A.8 Proofread one's own work and the work of others and revise accordingly.
3.B.2 Compose topic sentence; establish and maintain a focus.
3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
context.
3.B.4 Use basic transitions to connect ideas.
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3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3.B.6 Use adjectives and adverbs to enrich written language.
3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1 Use appropriate language, detail, and format for a specified audience.
3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
level of focus.
4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
inferences and opinions.
4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
learning groups, class discussions, guest speakers, debates, assemblies).

		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 6	The Lion and the Mouse	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
-		works by a variety of authors from different times and cultures.
	-	2.A.4 Identify and discuss the elements of plot and subplot.
		2.A.5 Identify/compare characters' attributes and motives

		2.4.6 Make inforced about character traits and check tout for verification
		2.A.6 Make inferences about character traits and check text for verification.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
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		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
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Lesson 7	A Test of Strength	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
	The second surguit	analyses) to identify words.
		anarysso, to morning words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
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	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
	correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
	during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
	presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	10.0 die evidence in text to generate and commit of reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
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	1.C. 11 Decognize similarities and differences when presented with verying styles or points of view
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.12 Apply appropriate reading strategies to fiction and non-fiction toyle within and agrees content gross
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
 	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.b. I wake interences, draw conclusions, make connections from text to text, text to sen, text to world.
	2.B.2 Support an interpretation by citing the text.

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		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
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		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 8	Pandora's Box	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
	+	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading. 1.B.5 Make connections from text to text, text to self, text to world.
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1.8.6 Demonstrate an accurate understanding of Information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world. 1.8.7 Identify explicit and implicit main ideas. 1.8.8 Differentiate between fact and opinion. 1.8.10 Paraphrase/summarize information in a text. 1.8.11 Clarify understanding continuously (c.g., read ahead, use visual and context clues) during reading. 1.8.12 Critique text using personal reflections and responses. 1.8.13 Generalize meanings from figurative language. 1.8.13 Generalize meanings from figurative language. 1.8.14 See adapse-appropriate material aloud with fluency and accuracy. 1.C.1 Use evidence in text to modify predictions and questions. 1.C.2 Use evidence in text to respond to open-ended questions. 1.C.3 Use evidence in text to respond to open-ended questions. 1.C.3 Use evidence in text to respond to open-ended questions. 1.C.4 Deservations of the evidence in text to respond to pen-ended questions. 1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference. 1.C.6 Select reading strategies for text appropriate to the reader's purpose. 1.C.7 Paraphrase/summarize narrative text according to text structure. 1.C.11 Recognize similarities and differences when presented with varying styles or points of view. 1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. 2.A.1 Read a wide range of fiction. 2.A.2 Identify and compare themes or messages in various selections. 2.A.3 Generalized and compare themes or messages in various selections. 2.A.3 Generalized and compare themes or messages in various selections. 2.A.3 Identify and compare themes or messages in various selections. 2.A.3 Identify compare characters attributes and motives. 2.A.4 Identify and compare themes or messages in various selections. 2.A.5 Identify compare characters attributes and motives. 2.A.6 Identify compare charac	
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1.B.13 Generalize meanings from figurative language. 1.B.15 Read age-appropriate material aloud with fluency and accuracy. 1.C.1 Use evidence in text to modify predictions and questions. 1.C.2 Use evidence in text to to generate and confirm or reject hypotheses. 1.C.3 Use evidence in text to generate and confirm or reject hypotheses. 1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference. 1.C.6 Select reading strategies for text appropriate to the reader's purpose. 1.C.9 Paraphrase/summarize narrative text according to text structure. 1.C.11 Recognize similarities and differences when presented with varying styles or points of view. 1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. 2.A.1 Read a wide range of fiction. 2.A.2 Identify and compare themes or messages in various selections. 2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures. 2.A.4 Identify and discuss the elements of jud and subjust. 2.A.5 Make inferences about character traits and check text for verification. 2.A.7 Analyze unfamiliar vocabulary. 2.A.8 Identify metaphor, simile, onomatopoela, and hyperbole in text. 2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences about character traits and check text for verification. 2.B.2 Support an interpretation by citing the text. 2.B.3 Analyze several works that have a common theme. 2.B.3 Support plausible interpretation by the vidence from the text. 3.B.3 Use appropriate capitalization. 3.A.3 Use appropriate capitalization. 3.A.3 Use appropriate parties with evidence from the text. 3.A.3 Use appropriate capitalization. 3.A.4 Use appropriate parties with evidence from the text.	
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3.A.4 Use appropriate punctuation. 3.A.5 Use correct spelling of appropriate high frequency words.	
3.A.5 Use correct spelling of appropriate high frequency words.	
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.	
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).	adverb).

		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 9	The Confessions	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading. 1.B.5 Make connections from text to text, text to self, text to world.
-		1.D.3 Make connections from text to text, text to sen, text to word.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relation-ships in expository text.
	<u> </u>	1.B.10 Paraphrase/summarize information in a text.
		1.D. TO T draphiraso/summanize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.

	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to modify predictions and questions.
	1.C.3 Use evidence in text to respond to open-ended questions. 1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.c.3 Use evidence in text to generate and commit of reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.7 Make generalizations based on relevant information from expository text.
	1.C.8 Recognize main ideas and secondary ideas in expository text.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	poems).
	2.D.1 Make inferences draw conclusions, make compositions from tout to tout to colf, tout to world
-	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text.
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	2.B.4 Analyze several works that have a common theme.
	2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
	summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
	context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.

		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus. 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies). 4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 10	Emile or On Educaton	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	†	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	†	1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relation-ships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
	+	1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.

		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
		poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.b.4 Analyze several works that have a common theme.
		2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	+	exclamatory). 3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization. 3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
	1	4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
		responses, appropriate language and vocabulary).
Lesson 11	The Pillow	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
20001111	The rinew	analyses) to identify words.
	1	junaryses) to lucitury words.

	1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
	1.A.3 Use synonyms and antonyms to define words.
	1.A.4 Use word origins to construct the meanings of new words.
	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
	correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
	during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
	presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
+	1.C.2 Use evidence in text to modify predictions and questions. 1.C.2 Use evidence in text to respond to open-ended questions.
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	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).

		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 12	Catching Fish in the Forest	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.

1.B.2 Use self-questioning and teacher questioning to promote active reading.
1.B.3 Infer before, during, and after reading.
1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
during reading.
1.B.5 Make connections from text to text, text to self, text to world.
1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
presented explicitly or implicitly and making connections text to text, text to self, text to world.
1.B.7 Identify explicit and implicit main ideas.
1.B.8 Differentiate between fact and opinion.
1.B.10 Paraphrase/summarize information in a text.
1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1.B.12 Critique text using personal reflections and responses.
1.B.13 Generalize meanings from figurative language.
1.B.15 Read age-appropriate material aloud with fluency and accuracy.
1.C.1 Use evidence in text to modify predictions and questions.
1.C.2 Use evidence in text to respond to open-ended questions.
1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1.C.6 Select reading strategies for text appropriate to the reader's purpose.
1.C.9 Paraphrase/summarize narrative text according to text structure.
1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
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2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
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2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
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2.B.4 Analyze several works that have a common theme.
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3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
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		3.A.5 Use correct spelling of appropriate high frequency words.
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-	+	
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
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poems). 2.A.10 Identify rhythm and rhyme in original work. 2.A.11 Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme) 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text. 3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory). 3.A.2 Demonstrate subject/verb agreement. 3.A.3 Use appropriate capitalization. 3.A.4 Use appropriate punctuation. 3.A.5 Use correct spelling of appropriate high frequency words. 3.A.6 Demonstrate progression from phonetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
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		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context. 3.B.4 Use basic transitions to connect ideas.
		3.5.4 OSC Basic transitions to connect facas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 14	They Share the Work	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading. 1.B.5 Make connections from text to text, text to self, text to world.
		1.B.5 Make connections from text to text, text to sell, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.5. To Taraprilase/summanze information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
	<u> </u>	1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
	1	1.10.1. God ovidence in text to modify productions drid questions.

1.C.2 Use evidence in text to respond to open-ended questions.
1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
1.0.0 de distance in text le generale and demini de reject rippotnesses.
1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1.C.6 Select reading strategies for text appropriate to the reader's purpose.
1.C.9 Paraphrase/summarize narrative text according to text structure.
1.6.71 araphilase/summarize manative text according to text structure.
1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.1 Read a wide range of fiction.
2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
 2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
poems).
2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.4 Analyze several works that have a common theme.
2.B.6 Support plausible interpretations with evidence from the text.
3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
exclamatory).
3.A.2 Demonstrate subject/verb agreement.
3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
3.A.5 Use correct spelling of appropriate high frequency words.
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).
3.A.8 Proofread one's own work and the work of others and revise accordingly.
3.B.2 Compose topic sentence; establish and maintain a focus.
3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
context.
3.B.4 Use basic transitions to connect ideas.
J.D. T OSC DUSIG ITUTISITIONS to CONNECT IUCUS.
3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3.B.6 Use adjectives and adverbs to enrich written language.
3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1 Use appropriate language, detail, and format for a specified audience.
3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.

		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies). 4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
		responses, appropriate language and vocabulary).
Lesson 15	Two Portraits	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1	1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

2.A.1 Read a wide range of fiction.
2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
poems).
2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.4 Analyze several works that have a common theme.
2.B.6 Support plausible interpretations with evidence from the text.
3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
exclamatory).
3.A.2 Demonstrate subject/verb agreement.
3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
3.A.5 Use correct spelling of appropriate high frequency words.
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).
3.A.8 Proofread one's own work and the work of others and revise accordingly.
3.B.2 Compose topic sentence; establish and maintain a focus.
3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
context.
3.B.4 Use basic transitions to connect ideas.
C.D. 1 656 basic transmons to common tecas.
3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3.B.6 Use adjectives and adverbs to enrich written language.
3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1 Use appropriate language, detail, and format for a specified audience.
3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
level of focus.
4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
inferences and opinions.
4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
learning groups, class discussions, guest speakers, debates, assemblies).
4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
responses; appropriate language and vocabulary).

Lesson 16	The Republic	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1. P. 4. Demanstrate an accurate understanding of information in the text by focusing on the key ideas
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relation-ships in expository text.
	+	1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		There also evidence in text to generate and committee of reject hypothesisco
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.

		2.B.4 Analyze several works that have a common theme.
		2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 17	How to Catch a Thief	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading.

1.B.3 Infer before, during, and after reading.
1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
during reading.
1.B.5 Make connections from text to text, text to self, text to world.
11.B.3 Wake connections from text to text, text to sen, text to world.
1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
presented explicitly or implicitly and making connections text to text, text to self, text to world.
1.B.7 Identify explicit and implicit main ideas.
1.B.8 Differentiate between fact and opinion.
1.B.10 Paraphrase/summarize information in a text.
1.B. 10 1 druphruse/summunze information in a text.
1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1.B.12 Critique text using personal reflections and responses.
1.B.13 Generalize meanings from figurative language.
1.B.15 Read age-appropriate material aloud with fluency and accuracy.
1.C.1 Use evidence in text to modify predictions and questions.
1.C.2 Use evidence in text to respond to open-ended questions.
1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
general designation of the second sec
1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1.C.6 Select reading strategies for text appropriate to the reader's purpose.
1.C.9 Paraphrase/summarize narrative text according to text structure.
1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.1 Read a wide range of fiction.
2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
 2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme.
 2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text. 3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text. 3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
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 2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text. 3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).

		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 18	Definitions of a Straight Line	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		Icorrect miscules that interfere with meaning
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading.
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world.
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world. 1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world. 1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
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		1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world. 1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.

1.B.10 Paraphrase/summarize information in a text.
1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1.B.12 Critique text using personal reflections and responses.
1.B.13 Generalize meanings from figurative language.
1.B.15 Read age-appropriate material aloud with fluency and accuracy.
1.C.1 Use evidence in text to modify predictions and questions.
1.C.2 Use evidence in text to respond to open-ended questions.
1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
The est of the state of generate and committee of the state of the sta
1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1.C.6 Select reading strategies for text appropriate to the reader's purpose.
1.C.7 Make generalizations based on relevant information from expository text.
1.C.8 Recognize main ideas and secondary ideas in expository text.
The Recognize main facus and secondary facus in expository text.
1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
11.0.11 Recognize similarities and unferences when presented with varying styles or points of view.
1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.2 Identify and compare themes or messages in various selections.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
poems).
poems).
2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.4 Analyze several works that have a common theme.
2. P. F. Dood a wide range of participa (a.g., backs, powerpage, magazines, toythooks, visual media)
2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
2.B.6 Support plausible interpretations with evidence from the text.
3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
exclamatory).
3.A.2 Demonstrate subject/verb agreement.
3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
3.A.5 Use correct spelling of appropriate high frequency words.
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).
3.A.8 Proofread one's own work and the work of others and revise accordingly.
3.B.2 Compose topic sentence; establish and maintain a focus.
3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
context.
3.B.4 Use basic transitions to connect ideas.
3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3.B.6 Use adjectives and adverbs to enrich written language.

		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
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		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 19	Gilgamesh the King	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.b.3 wake connections from text to text, text to seir, text to word.
		4. D. C. Danson About a supervision of the formation of t
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		222 Struction in text to generate and commit of reject hypothesess.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.

1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.1 Read a wide range of fiction.
2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
poems).
2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.4 Analyze several works that have a common theme.
2.B.6 Support plausible interpretations with evidence from the text.
3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
exclamatory).
3.A.2 Demonstrate subject/verb agreement.
3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
3.A.5 Use correct spelling of appropriate high frequency words.
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).
3.A.8 Proofread one's own work and the work of others and revise accordingly.
3.B.2 Compose topic sentence; establish and maintain a focus.
3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
context.
3.B.4 Use basic transitions to connect ideas.
3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3.B.6 Use adjectives and adverbs to enrich written language.
3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1 Use appropriate language, detail, and format for a specified audience.
3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
level of focus.
4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
inferences and opinions.
4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
learning groups, class discussions, guest speakers, debates, assemblies).

		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 20	The Weapons of King Chuko	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
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		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
		works by a variety of authors from different times and cultures.
		2.A.4 Identify and discuss the elements of plot and subplot.
		2.A.5 Identify/compare characters' attributes and motives

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		2.A.6 Make inferences about character traits and check text for verification.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 21	The Odyssey	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
1		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		That I doe word origins to construct the meanings of new words.

	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
	correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
	during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
	presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	10.0 die evidence in text to generate and commit of reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.0.9 Paraphirase/summanize mannative text according to text structure.
	1.C. 11 Decognize similarities and differences when presented with verying styles or points of view
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.12 Apply appropriate reading strategies to fiction and non-fiction toyle within and agrees content gross
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
 	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.b. I wake interences, draw conclusions, make connections from text to text, text to sen, text to world.
	2.B.2 Support an interpretation by citing the text.

		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
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Lesson 22	How Much is a Son Worth?	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	+	
	+	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1	1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
1		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
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	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
	presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	The range and reasonable and reasonable and the rea
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.6.5 63c evidence in text to generate and commit of reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	11.C.7 raraphilase/summarize narrative text according to text structure.
	1. C. 11 Decognize similarities and differences when presented with verying styles or nainte of view
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
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+	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. 2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
	summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	adverb).

		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 23	Images of Waves	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
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	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
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	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
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	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
	summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
	context.
	3.B.4 Use basic transitions to connect ideas.
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	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
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		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 24	About Lying	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relation-ships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.
	-	

1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
11.C.11 Recognize similarities and differences when presented with varying styles of points of view.
1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.2 Identify and compare themes or messages in various selections.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
poems).
poems).
2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.4 Analyze several works that have a common theme.
2.5.4 Analyze several works that have a common theme.
2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
2.B.6 Support plausible interpretations with evidence from the text.
3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
exclamatory).
3.A.2 Demonstrate subject/verb agreement.
3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
3.A.5 Use correct spelling of appropriate high frequency words.
3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
adverb).
3.A.8 Proofread one's own work and the work of others and revise accordingly.
3.B.2 Compose topic sentence; establish and maintain a focus.
3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
context.
3.B.4 Use basic transitions to connect ideas.
3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3.B.6 Use adjectives and adverbs to enrich written language.
3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
3.C.1 Use appropriate language, detail, and format for a specified audience.
3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
level of focus.
4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
inferences and opinions.
4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
learning groups, class discussions, guest speakers, debates, assemblies).
4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
responses; appropriate language and vocabulary).

Lesson 25	The Man Who Thought He Could Do Anything	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		The state of the s
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		The second desired and the second desired and the second desired desir
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		The control of the co
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		The first and the first according to toxt of actual
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		The first through the control of the
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
		works by a variety of authors from different times and cultures.
		2.A.4 Identify and discuss the elements of plot and subplot.
	+	2.A.5 Identify/compare characters' attributes and motives
		2.A.6 Make inferences about character traits and check text for verification.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		12.A.o Tueriti y Metaprior, Simile, Onomatopoeia, and Hyperbole III text.

	T	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
		points).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	 	adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 26	Robinson Crusoe	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
	†	1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
	<u> </u>	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
	1	1.A.6 Recognize the difference between denotative and connotative meanings of words.
		TT.M.O Recognize the unference between denotative and connotative meanings of words.

1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
1.B.2 Use self-questioning and teacher questioning to promote active reading.
1.B.3 Infer before, during, and after reading.
1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
during reading.
1.B.5 Make connections from text to text, text to self, text to world.
T.B.S Make connections from text to text, text to sen, text to work.
1. B. 4. Demonstrate an accurate understanding of information in the text by focusing on the key ideas
1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
presented explicitly or implicitly and making connections text to text, text to self, text to world.
1.B.7 Identify explicit and implicit main ideas.
1.B.8 Differentiate between fact and opinion.
1.B.10 Paraphrase/summarize information in a text.
1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1.B.12 Critique text using personal reflections and responses.
1.B.13 Generalize meanings from figurative language.
1.B.15 Read age-appropriate material aloud with fluency and accuracy.
1.C.1 Use evidence in text to modify predictions and questions.
1.C.2 Use evidence in text to modify predictions and questions.
1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1.C.6 Select reading strategies for text appropriate to the reader's purpose.
1.C.9 Paraphrase/summarize narrative text according to text structure.
1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2.A.1 Read a wide range of fiction.
2.A.2 Identify and compare themes or messages in various selections.
2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
works by a variety of authors from different times and cultures.
2.A.4 Identify and discuss the elements of plot and subplot.
2.A.5 Identify/compare characters' attributes and motives
2.A.6 Make inferences about character traits and check text for verification.
2.A.7 Analyze unfamiliar vocabulary.
2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
poems).
2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2.B.2 Support an interpretation by citing the text.
2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme.
2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text.
2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text. 3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text.

		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 27	Narcissus	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.

	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.b. to t draphrase/summanze information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
-	
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
	summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate progression from prohetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.

		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context. 3.B.4 Use basic transitions to connect ideas.
		3.b. 4 03c basic transitions to connect facas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
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Lesson 28	The Spider and the Turtle	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self
		correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
	<u> </u>	1.B.13 Generalize meanings from figurative language.
	+	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.

	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	The control of the co
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.0.7 Faraphirase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of
	works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
	poems).
	poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
	summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
	exclamatory).
+	37
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
	adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
	context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	13.C.Z USE THE CHARACTERISTICS OF A WEIF-DEVELOPED HALFALIVE, EXPOSITORY, AND DELSUASIVE DIECE.

		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions. 4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 29	A Map of Iceland	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
		during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas
		presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relation-ships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		105 laterant consists an archive and the second sec
	+	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	+	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	+	1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
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		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction,
		poems).
		poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.b.4 Analyze several works that have a common theme.
		2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details,
		summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative,
		exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate capitalization.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective,
		adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and
		context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate
		level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on
		inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative
		learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for
		verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant
		responses; appropriate language and vocabulary).
Lesson 30	The Histories	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural
		analyses) to identify words.

1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
1.A.3 Use synonyms and antonyms to define words.
1.A.4 Use word origins to construct the meanings of new words.
1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to sel-
correct miscues that interfere with meaning.
1.A.6 Recognize the difference between denotative and connotative meanings of words.
1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
1.B.2 Use self-questioning and teacher questioning to promote active reading.
1.B.3 Infer before, during, and after reading.
1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and
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3.A.3 Use appropriate capitalization.
3.A.4 Use appropriate punctuation.
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3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
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