

Title: Touchpebbles Volume A		Alignment to NY ELA Standards
Lesson Number	Lesson Title	<a href="http://www.emsc.nysed.gov/ciai/ela/elacore.htm">http://www.emsc.nysed.gov/ciai/ela/elacore.htm</a>
Lesson 1	A Different Kind of Class	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing

		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 2	The Judge	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance

		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot

		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 3	The Camel and the Jackal	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters

		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 4	The Clever Thief	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance

		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer

		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 5	Hound and Hunter	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details

		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 6	The Lion and the Mouse	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction

		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas

		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 7	A Test of Strength	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media

	Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
	Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
	Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
	Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
	Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
	Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
	Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
	Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
	Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
	Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
	Writing Standard 2: Summarize the plot, with assistance
	Writing Standard 2: Describe the characters and explain how they change, with assistance
	Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
	Writing Standard 2: Draw a conclusion about the work, with assistance
	Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
	Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
	Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
	Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
	Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
	Writing Standard 3: Use effective vocabulary in persuasive and expository writing
	Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
	Listening Standard 2: Compare and contrast ideas of others to own ideas
	Listening Standard 2: Identify a character's motivation, with assistance
	Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
	Listening Standard 4: Respect the age, gender, position, and culture of the speaker
	Speaking Standard 2: Describe characters, setting, and plot
	Speaking Standard 2: Make inferences and draw conclusions
	Speaking Standard 2: Explain cultural and ethnic features in literary texts
	Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
	Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text

		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 8	Pandora's Box	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing

		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 9	The Confessions	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts
		Reading Standard 1: Identify a main idea and supporting details in informational texts lives
		Reading Standard 1: Identify a conclusion that summarizes the main idea
		Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
		Reading Standard 1: Distinguish between fact and opinion, with assistance
		Reading Standard 1: Identify missing information and irrelevant information, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information

		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 1: State a main idea and support it with details
		Writing Standard 1: Support interpretations and explanations with evidence from text
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 1: Identify a main idea, essential details, and supporting details
		Listening Standard 1: Identify a conclusion that summarizes the main idea
		Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
		Listening Standard 1: Distinguish between fact and opinion, with assistance
		Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 10	Emile or On Educaton	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts
		Reading Standard 1: Identify a main idea and supporting details in informational texts lives
		Reading Standard 1: Identify a conclusion that summarizes the main idea
		Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
		Reading Standard 1: Distinguish between fact and opinion, with assistance
		Reading Standard 1: Identify missing information and irrelevant information, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience

		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 1: State a main idea and support it with details
		Writing Standard 1: Support interpretations and explanations with evidence from text
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 1: Identify a main idea, essential details, and supporting details
		Listening Standard 1: Identify a conclusion that summarizes the main idea
		Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
		Listening Standard 1: Distinguish between fact and opinion, with assistance
		Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 11	The Pillow	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances

		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas

		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 12	Catching Fish in the Forest	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience

		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking

Lesson 13	The Eagle	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance

		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 14	They Share the Work	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose

	Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
	Reading Standard 3: Evaluate the content by important and unimportant details
	Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
	Reading Standard 3: Evaluate the content by recurring themes across works in print and media
	Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
	Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
	Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
	Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
	Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
	Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
	Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
	Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
	Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
	Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
	Writing Standard 2: Summarize the plot, with assistance
	Writing Standard 2: Describe the characters and explain how they change, with assistance
	Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
	Writing Standard 2: Draw a conclusion about the work, with assistance
	Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
	Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
	Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
	Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
	Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
	Writing Standard 3: Use effective vocabulary in persuasive and expository writing
	Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
	Listening Standard 2: Compare and contrast ideas of others to own ideas
	Listening Standard 2: Identify a character's motivation, with assistance
	Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
	Listening Standard 4: Respect the age, gender, position, and culture of the speaker
	Speaking Standard 2: Describe characters, setting, and plot
	Speaking Standard 2: Make inferences and draw conclusions

		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 15	Two Portraits	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts

		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 16	The Republic	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts
		Reading Standard 1: Identify a main idea and supporting details in informational texts lives
		Reading Standard 1: Identify a conclusion that summarizes the main idea
		Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
		Reading Standard 1: Distinguish between fact and opinion, with assistance
		Reading Standard 1: Identify missing information and irrelevant information, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience

		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 1: State a main idea and support it with details
		Writing Standard 1: Support interpretations and explanations with evidence from text
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 1: Identify a main idea, essential details, and supporting details
		Listening Standard 1: Identify a conclusion that summarizes the main idea
		Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
		Listening Standard 1: Distinguish between fact and opinion, with assistance
		Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 17	How to Catch a Thief	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances

		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas

		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 18	Definitions of a Straight Line	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts
		Reading Standard 1: Identify a main idea and supporting details in informational texts lives
		Reading Standard 1: Identify a conclusion that summarizes the main idea
		Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
		Reading Standard 1: Distinguish between fact and opinion, with assistance
		Reading Standard 1: Identify missing information and irrelevant information, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 1: State a main idea and support it with details
		Writing Standard 1: Support interpretations and explanations with evidence from text
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts

		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 1: Identify a main idea, essential details, and supporting details
		Listening Standard 1: Identify a conclusion that summarizes the main idea
		Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
		Listening Standard 1: Distinguish between fact and opinion, with assistance
		Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 19	Gilgamesh the King	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose

	Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
	Reading Standard 3: Evaluate the content by important and unimportant details
	Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
	Reading Standard 3: Evaluate the content by recurring themes across works in print and media
	Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
	Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
	Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
	Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
	Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
	Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
	Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
	Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
	Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
	Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
	Writing Standard 2: Summarize the plot, with assistance
	Writing Standard 2: Describe the characters and explain how they change, with assistance
	Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
	Writing Standard 2: Draw a conclusion about the work, with assistance
	Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
	Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
	Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
	Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
	Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
	Writing Standard 3: Use effective vocabulary in persuasive and expository writing
	Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
	Listening Standard 2: Compare and contrast ideas of others to own ideas
	Listening Standard 2: Identify a character's motivation, with assistance
	Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
	Listening Standard 4: Respect the age, gender, position, and culture of the speaker
	Speaking Standard 2: Describe characters, setting, and plot
	Speaking Standard 2: Make inferences and draw conclusions

		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 20	The Weapons of King Chuko	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts

		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 21	The Odyssey	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance

		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas

		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 22	How Much is a Son Worth?	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance

		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 23	Images of Waves	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events

		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text

		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 24	About Lying	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts
		Reading Standard 1: Identify a main idea and supporting details in informational texts lives
		Reading Standard 1: Identify a conclusion that summarizes the main idea
		Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
		Reading Standard 1: Distinguish between fact and opinion, with assistance
		Reading Standard 1: Identify missing information and irrelevant information, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 1: State a main idea and support it with details
		Writing Standard 1: Support interpretations and explanations with evidence from text
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts

		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 1: Identify a main idea, essential details, and supporting details
		Listening Standard 1: Identify a conclusion that summarizes the main idea
		Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
		Listening Standard 1: Distinguish between fact and opinion, with assistance
		Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 25	The Man Who Thought He Could Do Anything	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose

	Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
	Reading Standard 3: Evaluate the content by important and unimportant details
	Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
	Reading Standard 3: Evaluate the content by recurring themes across works in print and media
	Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
	Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
	Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
	Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
	Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
	Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
	Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
	Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
	Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
	Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
	Writing Standard 2: Summarize the plot, with assistance
	Writing Standard 2: Describe the characters and explain how they change, with assistance
	Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
	Writing Standard 2: Draw a conclusion about the work, with assistance
	Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
	Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
	Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
	Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
	Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
	Writing Standard 3: Use effective vocabulary in persuasive and expository writing
	Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
	Listening Standard 2: Compare and contrast ideas of others to own ideas
	Listening Standard 2: Identify a character's motivation, with assistance
	Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
	Listening Standard 4: Respect the age, gender, position, and culture of the speaker
	Speaking Standard 2: Describe characters, setting, and plot
	Speaking Standard 2: Make inferences and draw conclusions

		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 26	Robinson Crusoe	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts

		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 27	Narcissus	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance

		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas

		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 28	The Spider and the Turtle	Reading Standard 2: Engage in purposeful oral reading in small and large groups
		Reading Standard 2: Relate the setting, plot, and characters in literature to own lives
		Reading Standard 2: Explain the difference between fact and fiction
		Reading Standard 2: Make predictions, draw conclusions, and make inferences about events and characters
		Reading Standard 2: Identify cultural influences in texts and performances
		Reading Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
		Reading Standard 2: Use knowledge of story structure, story elements, and key vocabulary to interpret stories
		Reading Standard 2: Read, view, and interpret literary texts from a variety of genres, with assistance
		Reading Standard 2: Define the characteristics of different genres, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
		Reading Standard 2: Recognize how different authors treat similar themes, with assistance
		Reading Standard 2: Identify literary elements, such as setting, plot, and character, of different genres, with assistance
		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by whether events, actions, characters, and/or settings are realistic
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Compare and contrast characters, plot, and setting in literary works
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance

		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 2: Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Summarize the plot, with assistance
		Writing Standard 2: Describe the characters and explain how they change, with assistance
		Writing Standard 2: Describe the setting and recognize its importance to the story, with assistance
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 2: Identify elements of character, plot, and setting to understand the author's message or intent
		Listening Standard 2: Compare and contrast ideas of others to own ideas
		Listening Standard 2: Identify a character's motivation, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Describe characters, setting, and plot
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 29	A Map of Iceland	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts
		Reading Standard 1: Identify a main idea and supporting details in informational texts lives
		Reading Standard 1: Identify a conclusion that summarizes the main idea
		Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
		Reading Standard 1: Distinguish between fact and opinion, with assistance
		Reading Standard 1: Identify missing information and irrelevant information, with assistance

		Reading Standard 3: Evaluate the content by identifying the author's purpose
		Reading Standard 3: Evaluate the content by important and unimportant details
		Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
		Reading Standard 3: Evaluate the content by recurring themes across works in print and media
		Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
		Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
		Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
		Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
		Writing Standard 1: State a main idea and support it with details
		Writing Standard 1: Support interpretations and explanations with evidence from text
		Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
		Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
		Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
		Writing Standard 2: Draw a conclusion about the work, with assistance
		Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
		Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
		Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
		Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
		Writing Standard 3: Use effective vocabulary in persuasive and expository writing
		Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
		Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
		Listening Standard 1: Identify a main idea, essential details, and supporting details
		Listening Standard 1: Identify a conclusion that summarizes the main idea
		Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
		Listening Standard 1: Distinguish between fact and opinion, with assistance
		Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
		Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
		Listening Standard 4: Respect the age, gender, position, and culture of the speaker
		Speaking Standard 2: Make inferences and draw conclusions
		Speaking Standard 2: Explain cultural and ethnic features in literary texts
		Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking
Lesson 30	The Histories	Reading Standard 1: Collect and interpret data, facts, and ideas from unfamiliar texts

	Reading Standard 1: Identify a main idea and supporting details in informational texts lives
	Reading Standard 1: Identify a conclusion that summarizes the main idea
	Reading Standard 1: Make inferences and draw conclusions on the basis of information from the text, with assistance
	Reading Standard 1: Distinguish between fact and opinion, with assistance
	Reading Standard 1: Identify missing information and irrelevant information, with assistance
	Reading Standard 3: Evaluate the content by identifying the author's purpose
	Reading Standard 3: Evaluate the content by important and unimportant details
	Reading Standard 3: Evaluate the content by statements of fact, opinion, and exaggeration, with assistance
	Reading Standard 3: Evaluate the content by recurring themes across works in print and media
	Reading Standard 3: Analyze ideas and information on the basis of prior knowledge and personal experience
	Reading Standard 3: Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
	Reading Standard 4: Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
	Reading Standard 4: Respect the age, gender, position, and cultural traditions of the writer
	Writing Standard 1: State a main idea and support it with details
	Writing Standard 1: Support interpretations and explanations with evidence from text
	Writing Standard 2: Write interpretive and responsive essays that describe themes of literary texts
	Writing Standard 2: Write interpretive and responsive essays that compare and contrast elements of texts
	Writing Standard 2: Use resources such as personal experiences and themes from the text and performances to stimulate own writing
	Writing Standard 2: Draw a conclusion about the work, with assistance
	Writing Standard 3: State a main idea, theme, or opinion and provide supporting details
	Writing Standard 3: Use relevant examples, reasons, and explanations to support ideas
	Writing Standard 3: Express opinions and make judgments that demonstrate a personal point of view
	Writing Standard 3: Use personal experiences and knowledge to analyze and evaluate new ideas
	Writing Standard 3: Use effective vocabulary in persuasive and expository writing
	Writing Standard 4: Share the process of writing with peers and adults; for example, write with a partner
	Writing Standard 4: Develop a personal voice that enables the reader to get to know the writer
	Listening Standard 1: Identify a main idea, essential details, and supporting details
	Listening Standard 1: Identify a conclusion that summarizes the main idea
	Listening Standard 1: Interpret information by drawing upon prior knowledge and experience
	Listening Standard 1: Distinguish between fact and opinion, with assistance
	Listening Standard 1: Identify information that is implicit, rather than stated, with assistance
	Listening Standard 3: Recognize the perspective of others distinguish between fact, opinion, and exaggeration
	Listening Standard 4: Respect the age, gender, position, and culture of the speaker
	Speaking Standard 2: Make inferences and draw conclusions
	Speaking Standard 2: Explain cultural and ethnic features in literary texts
	Speaking Standard 2: Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates

		Speaking Standard 3: Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
		Speaking Standard 3: Take turns speaking in a group
		Speaking Standard 4: Respect the age, gender, position, and cultural traditions of the listener when speaking