

Title: Touchpebbles Volume A		Alignment to TEKS ELA Standards
Lesson Number	Lesson Title	http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html#110.5
Lesson 1	A Different Kind of Class	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas

	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes

		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 2	The Judge	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading

	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution

		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 3	The Camel and the Jackal	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact

		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts

	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
	b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs

		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 4	The Clever Thief	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems

	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation

		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 5	Hound and Hunter	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures

	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain

	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
	b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
	b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
	b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
	b.19.H The student is expected to proofread his/her own writing and that of others
	b.20.A The student is expected to apply criteria to evaluate writing
	b.20.B The student is expected to respond in constructive ways to others' writings

		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
		b.23.C The student is expected to use media to compare ideas and points of view
		b.24.A The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings
Lesson 6	The Lion and the Mouse	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information

		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly

		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 7	A Test of Strength	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able

	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo

		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 8	Pandora's Box	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives

	b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
	b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
	b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
	b.3.B The student is expected to describe how the language of literature affects the listener
	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
	b.4.B The student is expected to compare oral traditions across regions and cultures
	b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts

	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
	b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs

		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 9	The Confessions	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems

		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns

		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 10	Emile or On Educaton	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples

		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)

		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 11	The Pillow	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages

		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer

	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."

		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 12	Catching Fish in the Forest	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend

		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate

		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 13	The Eagle	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures

		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways

		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others

		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 14	They Share the Work	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details

	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes

		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 15	Two Portraits	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading

	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution

		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
		b.23.C The student is expected to use media to compare ideas and points of view
		b.24.A The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings
Lesson 16	The Republic	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages

	b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
	b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
	b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
	b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
	b.3.B The student is expected to describe how the language of literature affects the listener
	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
	b.4.B The student is expected to compare oral traditions across regions and cultures
	b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer

		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs

		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 17	How to Catch a Thief	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems

	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation

		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 18	Definitions of a Straight Line	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures

	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain

		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes

Lesson 19	Gilgamesh the King	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience

		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas

		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 20	The Weapons of King Chuko	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud

	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading

		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 21	The Odyssey	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works

	b.3.B The student is expected to describe how the language of literature affects the listener
	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
	b.4.B The student is expected to compare oral traditions across regions and cultures
	b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text

	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
	b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
	b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas

		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 22	How Much is a Son Worth?	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke

		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns

		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 23	Images of Waves	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples

		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)

	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
	b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
	b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
	b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
	b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
	b.19.H The student is expected to proofread his/her own writing and that of others
	b.20.A The student is expected to apply criteria to evaluate writing
	b.20.B The student is expected to respond in constructive ways to others' writings
	b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
	b.23.C The student is expected to use media to compare ideas and points of view
	b.24.A The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings

Lesson 24	About Lying	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience

	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts
	b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
	b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
	b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
	b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
	b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
	b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
	b.12.B The student is expected to recognize that authors organize information in specific ways
	b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
	b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
	b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
	b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
	b.12.J The student is expected to describe how the author's perspective or point of view affects the text
	b.14.A The student is expected to compare text events with his/her own and other readers' experiences
	b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
	b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's

		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 25	The Man Who Thought He Could Do Anything	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words

		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures

		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 26	Robinson Crusoe	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener

		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text

		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas

		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 27	Narcissus	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke

		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns

		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 28	The Spider and the Turtle	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples

		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)

		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.H The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
		b.12.I The student is expected to recognize and analyze story plot, setting, and problem resolution
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
Lesson 29	A Map of Iceland	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate

	b.1.B The student is expected to eliminate barriers to effective listening
	b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
	b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
	b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
	b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
	b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
	b.3.B The student is expected to describe how the language of literature affects the listener
	b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
	b.4.B The student is expected to compare oral traditions across regions and cultures
	b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
	b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
	b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
	b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
	b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
	b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
	b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
	b.8.A The student is expected to read classic and contemporary works
	b.9.A The student is expected to develop vocabulary by listening to selections read aloud
	b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
	b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
	b.10.A The student is expected to use his/her own knowledge and experience to comprehend
	b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
	b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
	b.10.D The student is expected to describe mental images that text descriptions evoke
	b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
	b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
	b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
	b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
	b.10.J The student is expected to distinguish fact and opinion in various texts

		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve
		b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
		b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
		b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
		b.18.A The student is expected to use regular and irregular plurals correctly
		b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
		b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
		b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use conjunctions to connect ideas meaningfully
		b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
		b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."

		b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
		b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
		b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
		b.19.H The student is expected to proofread his/her own writing and that of others
		b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B The student is expected to respond in constructive ways to others' writings
		b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
		b.23.B The student is expected to interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations
		b.23.C The student is expected to use media to compare ideas and points of view
		b.24.A The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings
Lesson 30	The Histories	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b.2.A The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
		b.2.C The student is expected to distinguish between the speaker's opinion and verifiable fact
		b.2.D The student is expected to monitor his/her own understanding of the spoken message and seek clarification as needed
		b.3.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
		b.3.B The student is expected to describe how the language of literature affects the listener
		b.4.A The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening
		b.4.B The student is expected to compare oral traditions across regions and cultures
		b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
		b.5.A The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
		b.5.F The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples
		b.6.A The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words
		b.6.B The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able
		b.7.C The student is expected to demonstrate characteristics of fluent and effective reading
		b.7.E The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
		b.8.A The student is expected to read classic and contemporary works
		b.9.A The student is expected to develop vocabulary by listening to selections read aloud

		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
		b.9.D The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-
		b.10.A The student is expected to use his/her own knowledge and experience to comprehend
		b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
		b.10.D The student is expected to describe mental images that text descriptions evoke
		b.10.E The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
		b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details
		b.10.G The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
		b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience
		b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
		b.10.J The student is expected to distinguish fact and opinion in various texts
		b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
		b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
		b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media
		b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experiences
		b.11.D The student is expected to connect, compare, and contrast ideas, themes, and issues across text
		b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"
		b.12.B The student is expected to recognize that authors organize information in specific ways
		b.12.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain
		b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
		b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)
		b.12.G The student is expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
		b.12.J The student is expected to describe how the author's perspective or point of view affects the text
		b.14.A The student is expected to compare text events with his/her own and other readers' experiences
		b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading
		b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		b.15.A The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve

	b.16.A The student is expected to write legibly by selecting cursive or manuscript as appropriate
	b.16.B The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation
	b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns
	b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-
	b.18.A The student is expected to use regular and irregular plurals correctly
	b.18.B The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes
	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
	b.18.F The student is expected to use conjunctions to connect ideas meaningfully
	b.18.G The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's
	b.18.H The student is expected to write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."
	b.19.A The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs
	b.19.B The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
	b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
	b.19.D The student is expected to revise drafts for coherence, progression, and logical support of ideas
	b.19.E The student is expected to edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
	b.19.H The student is expected to proofread his/her own writing and that of others
	b.20.A The student is expected to apply criteria to evaluate writing
	b.20.B The student is expected to respond in constructive ways to others' writings
	b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
	b.23.B The student is expected to interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations
	b.23.C The student is expected to use media to compare ideas and points of view
	b.24.A The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings