Title: T	ouchpebbles Volume A	Alignment to TEKS ELA Standards
Lesson	Lesson Title	
Number		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.10.1 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 respond in constructive ways to others writing achieves its purposes
		b.20.6 The student is expected to evaluate now 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
Lesson 2	The sauge	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.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
		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.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary worksb.3.B The student is expected to describe how the language of literature affects the listener
		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
		 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.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
		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.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.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,
		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.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.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.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.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.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
		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

ing figurative Froot words
root words
root words
root words
root words
erstand, to
erstand, to
nding breaks
.ug 2. cuito
-
hronology to
c.iologj to
-
with details
th text
organization
interpretative
·
questions in
n, enactment,
xperiences
his character
express, or
al fiction,
right, theater,
es of text as
₩,
·
t c n

		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 describe new the author's perspective or point or 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 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
		h 15 A The student is consisted to unite to consequence discovery record develop unflect on ideas, and to make the color
		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
1		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
		paragraphs within larger units of text
		h 10 C. The student is consisted to revise selected deafte by addison algebration deletion, combining and recommission and
		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 monitor his/her own understanding of the spoken message and seek claimed for as heeded 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. The state in a expected to compare ordinardinal advects regions and calculos
	b.4.C The student is expected to identify how language use such as labels and sayings reflects regions and cultures
<u> </u>	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.10.1 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. To.A The student is expected to write legibly by selecting cursive of mandscript 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
	Tgrapnic organizacis, notas, and rogs

		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.2.0 The stadent is expected to distinguish between the speaker's opinion and vermable 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 hishler 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 describe now the language of interactive 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.B The student is expected to compare oral traditions across regions and cultures
		h 4.C. The student is expected to identify how language use such as labels and sovings reflects regions and sultures
		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
	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.10.6 The students is expected to determine a text's main (or major) ideas and now those ideas are supported with details b.10.6 The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The students is expected to paraprilase 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
	h 10 l The student is supported to find similarities and differences course touts such as in treatment soons or annualization
	b.10.1 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
	21. The title disease to disease to disease and disease the disease the disease that disease that disease that disease the dis
	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
	p. 10.11 The student is expected to write regions by selecting edisive of mandscript 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
	Justing possessives, continues in a series, continues in unect 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
		before tie, and synable boundary patterns
ĺ		b.17.B The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such
ĺ		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
		paragraphs within larger drifts 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 revise 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
	Harried and Houston	
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. The stadent is expected to identify new language as sain as labels and sayings reneats 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

	h 12 D. The student is supported to recognize the distinguishing feetures of garage including his graphy, historical fiction
	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. 14.0 The student is expected to articulate and discuss themes and connections that cross cultures
	h 15 A The student is expected to write to express discovery record develop reflect on ideas, and to well-the select
	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 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 apply criteria to evaluate writing b.20.B The student is expected to respond in constructive ways to others' writings
<u> </u>	15.20.5 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 nterpret 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 O D The shadest is somethed to see the big the second endeading of the seed on the second endead Greating or seed and
		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 describe now the language of interactive affects the listerier 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.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.10.1 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
•	The second of th

		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
		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
esson 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.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.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.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
		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.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.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.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.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
		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.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.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.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,
		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.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.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
		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.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

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
h 10 F. The student is expected to determine a toyt's main (or major) ideas and how those ideas are supported with details
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.10.1 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.12.1 The student is expected to recognize and analyze story plot, setting, and problem resolution b.12.1 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. 14.0 The student is expected to a ficulate 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
		ectore to, and symbol boundary partorns
		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
		15.20.0 The student is expected to evaluate now well his/flet own writing defleves 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
20000110	. aasia s box	enjoy and appreciate
	1	b.1.B The student is expected to eliminate barriers to effective listening
	1	b.1.C The student is expected to entirinate barriers to effective listering b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
-	+	b. 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
		ID. 2.17 THE STUDENT IS EXPECTED TO INTERPRET SPEAKERS THESSAGES (DOTH VEHDAL AND HOLLOWER), 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 darify 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.10.1 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.10.5 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 describe now the author's perspective or point or 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.A The Student is expected to compare text events with his/her own and other readers experiences
	h 14 P. The student is expected to determine distinctive and common characteristics of cultures through wide reading
	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. 14.6 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. To.A The student is expected to write legibly by selecting cursive of 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
	before -ie, and synable 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
	Tyrapriic organizers, notes, and rogs

		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
Lesson 9	The Comessions	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
		Since the state of
		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
		and the state of the state of the state of the state of the specific of the state o
		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 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
	locate and recall information
	h 10 F. The student is expected to determine a taytic main (or major) ideas and how those ideas are supported with details
	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
1	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 title
	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
<u> </u>	perore fier and synapse 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
	<u> </u>	b.18.D The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make
		writing vivid or precise
	<u> </u>	b.18.E The student is expected to use prepositional phrases to elaborate written ideas
		b.18.F The student is expected to use prepositional privaces 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
	1	paragraphs within larger units or text
		b.19.C The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.0 The student is expected to revise selected drafts by adding, elaborating, deleting, combining, and real anging 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
L 10	Freile en On Edwarten	h 4 A The student to superted to determine the grown and fee light above as to using information, to only a making a second
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
	<u> </u>	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 10 C. The student is supported to understand literary forms by recognizing and distinguishing around such types of text of
		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
1		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
1		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 revise 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 probled his/her own writing and that or others b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B 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 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
		D.20.0 The student is expected to evaluate now well his/her own writing achieves its pulposes
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
	The Fillow	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
	1	portion the student is expected to directional 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 linterpret 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.2.0 The student is expected to distinguish between the speaker's opinion and vermable 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 mornior his/her own understanding of the spoker message and seek claimcation 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 describe now 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.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.10.1 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
	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 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 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
	lentertain
	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
		paragraphs within rarger units of text
		b 10 C. The student is supported to revise calculated drafts by adding a laboration, deleting, conditions, and recomming tout
		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.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 identify how language use 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 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
h 10 C. The student is supported to requite his /hon our community and make realitizations when understanding breaks
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.b 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.10.1 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.12.6 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 determine distinctive and common characteristics of cultures through wide reading
p. 14.0 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.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.10.1 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
h 10 C. The student is symposted to region colosted destination of the second s
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 demonstrate characteristics of much 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.10.1 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
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. That the stadent is expected to compare text events with me, not own and 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 determine districtive and common characteristics of cultures through wide reading
D. 17.0 The student is expected to a ficulate 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. ro. A rine student is expected to write legibly by selecting cursive or manuscript as appropriate
h 4/ D The shortest is consisted to contain a contain and accounts to the first of
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

8/2009

		THE DETERMINE THE PROPERTY OF
		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."
l		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
İ		
		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
Lesson 15	Two Portraits	enjoy and appreciate
Lesson 15	Two Portraits	enjoy and appreciate b.1.B The student is expected to eliminate barriers to effective listening
Lesson 15	Two Portraits	enjoy and appreciate
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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,
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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
Lesson 15	Two Portraits	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.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
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 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
h 10 E The student is expected to determine a text's main (or major) ideas and how these ideas are expected with details
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
Istories, poems, myths, rabies, tali tales, limericks, plays, blographies, and autobiographies
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,
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.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
		With the title distance of posterior and anomalies and anomalies and control and anomalies anomalies and anomalies anomalies and anomalies anomalies and anomalies anomalies anomalies and anomalies a
		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. To. A the student is expected to write region by selecting cursive of 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
		h 17 D. The student is supported to unite with accurate angling of mosts such as deigl, angle, and an house, inflactions such
		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 nterpret 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
	<u> </u>	portro 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.210 The Stadent is expected to distinguish between the speaker's opinion and vermasio act
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 histen 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 describe now the language of interactive affects the listerier 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.b The student is expected to compare oral traditions across regions and cuttures
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 clarify and support spoker 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. 14.6 The student is expected to a fidulate 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. 16.4 The student is expected to write region 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
Igraphic organizats, notas, and rogs

		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 english message and each elerification as product
		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
	<u> </u>	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
	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.10.6 The students is expected to determine a text's main (or major) ideas and now those ideas are supported with details b.10.6 The students is expected to paraphrase and summarize text to recall, inform, and organize ideas
	b.10.H The students is expected to paraprilase 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
	h 10 l The student is supported to find similarities and differences course touts such as in treatment soons or annualization
	b.10.1 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
	<u> </u>
	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
	21. The title disease to disease to disease and disease the disease the disease that disease that disease that disease the dis
	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
	p. 10.11 The student is expected to write regions by selecting edisive of mandscript 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
	Justing possessives, continues in a series, continues in unect address, and sentence punctuation

	Т	
		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
		h 47 D. The stretch to compare the with account on all one of contract to the
		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 producted institute own writing and that of others
	 	b.20.B The student is expected to apply enternate 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 respond in constitutive ways to others writings b.20.C The student is expected to evaluate how well his/her own writing achieves its purposes
		b.20.C The student is expected to evaluate now well his/her own writing achieves its purposes
esson 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
.essuii io	Definitions of a Straight Line	
	+	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
<u></u>
b.10.1 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
<u> </u>	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 demonstrate characteristics of indent 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 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.10.1 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
bit the the stadent is expected to difficulate and disease themes and confidence that dress 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
brown the stadent to expected to thirts region, by concerning during a complete ac 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
Delore 10, and symbol 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 use regular and irregular pidrals 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
In. role interstudent is expected to use prepositional prilases to elaborate written ideas

	1	h 10 F. The student is expected to use conjugations to connect ideas magningfully.
		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 read classic and contemporary works b.9.A The student is expected to develop vocabulary by listening to selections read aloud
		p. 7.A The student is expected to develop vocabulary by listerling 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.10.4 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
	p. 14.5 The student is expected to determine distinctive and common characteristics of cultures through wide reading

	1	b.14.C The student is expected to articulate and discuss themes and connections that cross cultures
		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.A The student is expected to write regions by selecting cursive or mandscript 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
		perore -ie, and syriable 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.A The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and

	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 describe now the language of interactive 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.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 supported to determine a tautic main (or major) ideas and how these ideas are supported with details
	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.10.1 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

 <u> </u>
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
and the state of t
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
and the state in the superior to write region by serious or management 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
The state of the s
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
12 The exercise to expected to reside district of progression, and region support of wood

		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.20.8 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.20.C The student is expected to evaluate now 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 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
		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 selected drafts by adding, elaborating, deleting, combining, and rearranging text
		b.19.E The student is expected to revise 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
1 22	Image of Mayer	la A. The shadest is consisted to determine the governors for listening costs as to using information, to only marketing and
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. 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. A The stadent is expected to compare text events with his/her own and other reducts 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 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 evaluate now 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 use media to compare ideas and points of view b.24.A The student is expected to nterpret and evaluate the various ways visual image makers such as graphic artists,
illustrators, and news photographers represent meanings
Illiustrators, and news priotographers 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 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 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.10.1 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 guestions 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 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 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 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	b.1.A The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to
	Anything	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 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
	l	hangeage and mainiple 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. To. A The student is expected to write legibly by selecting earlive 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 use regular and irregular pidrals 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
	<u> </u>	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
		paragraphs within larger and or 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.+.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 identify now language use 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 dainly 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 demonstrate characteristics of indent and elective 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 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 develop vocabulary by listering 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
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
15 Stade. it is expected to comment compare, and contract factor, and issues delices text

 <u> </u>
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
and the state of t
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
and the state in the superior to write region by serious or management 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
The state of the s
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
12 The exercise to expected to reside district of progression, and region support of wood

		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 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.20.C The student is expected to evaluate now 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
le 11 C. The object is a supported to a support management to relevant agreets of tout and his /hou assume assumes
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 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
5. For the stadent is expected to write legibly by selecting earlies of mandscript 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
passing passassives, committee in a control committee in an our address, and controlled participation
b.17.A The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant

		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
		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 revise 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 probled his/her own writing and that or others b.20.A The student is expected to apply criteria to evaluate writing
		b.20.B 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 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.20.0 The student is expected to evaluate now 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
2033011 20	The Spider and the Partie	enjoy and appreciate
		b.1.B The student is expected to eliminate barriers to effective listening
		b.1.C The student is expected to eniminate barriers to effective listering b.1.C The student is expected to understand the major ideas and supporting evidence in spoken messages
		b. 1.6 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 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
		D.Z.O 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 monitor his/her own understanding of the spoken message and seek claimcation 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 describe now 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
		p.4.6 The student is expected to compare oral traditions across regions and cultures
		h 4.C. The student is expected to identify how language use such as labele and equipme reflects regions and sufficient
		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

8/2009

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
h 44 C The student is supported to support assume that C is a second of the student in the second of the student in the second of the second o
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,
Linformational texts, and poetry
informational texts, and poetry b.12.F The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater,

	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
	2.1 ctaus is expected to compare test event and the control of the co
	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.C The student is expected to evaluate how well his/her own writing achieves its purposes
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
29 A Map of Iceland	 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.1.A The student is expected to determine the purposes for listening such as to gain information, to solve probler

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
D. 1. O 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 paraphrase and summarize text to recall, inform, and organize needs b.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text
evidence and experience
evidence und expenence
b.10.1 The student is expected to find similarities and differences across texts such as in treatment, scope, or organization
b.10.1 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
p. 10.3 THE STUDENT IS EXPECTED TO DISTINGUISH FACT AND OPHNION IN VALIDUS 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. Te.X The Student is expected to write regions by screening 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
	perore rie, and syriable 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 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 nterpret 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
LC33011 30	The Histories	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
		E E Sorpostoa to compare oral traditions do oco regions and carrance
		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 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
	1	1 Tradition to trip tradition of a final fi

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 we 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 understance 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 be 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 chronolo locate and recall information		b.9.B The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative
b 9. 0 The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root w such as like, pay, or happy and affixes such as disk. 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 use his/her own knowledge and experience to comprehend b. 10. C The student is expected to establish and adjust purposes for reading such as reading to find out, to understand 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 by 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 matilia 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 chronolo 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 de b. 10. G The student is expected to paraphrase and summarize text to recall, inform, and organize ideas b. 10. H The student is expected to paraphrase and summarize text to recall, inform, and organize ideas b. 10. H The student is expected to find similarities and differences across texts such as in treatment, scope, or organize ideas b. 10. I The student is expected to distinguish fact and opinion in various texts b. 10. K The student is expected to assert differences across texts such as open-ended, literal, and interpret 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 question response to lexts b. 11. The student is expected to support responses by referring to relevant aspects of text and his/her own experient b. 11. D The student is expected to connect, comp		
such as like, pay, or happy and affixes such as dis-, pre-, un- b 10.A The student is expected to use his/more now invowledge 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 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 by 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 chronolo 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 de b. 10.G. The student is expected to determine a text's main (or major) ideas and how those ideas are supported with de b. 10.G. The student is expected to dist inferences such as conclusions or generalizations and support them with text evidence and experience b. 10.H The student is expected to distimilarities and differences across texts such as in treatment, scope, or organize b. 10.J. The student is expected to distimilarities and differences across texts such as in treatment, scope, or organize b. 10.J. The student is expected to distimilarities and differences across texts such as in treatment, scope, or organize b. 10.J. The student is expected to distimilarities and differences across texts such as in treatment, scope, or organize b. 10.J. The student is expected to distimilarities and differences across texts such as in treatment, scope, or organize b. 10.J. The student is expected to distimilarities and differences across texts such as not read and interpret as well as text. The student is expected to distimilarities and differences across texts such as per-ended, literal, and interpret as well as text. The student is	-	
b.10.8 The student is expected to use his/her own knowledge and experience to comprehend b.10.8 The student is expected to establish and adjust purposes for reading such as reading to find out, to understand 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 by 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 the text's structure or progression of ideas such as cause and effect or chronolo 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 de 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 distinguish fact and opinion in various texts b.10.K The student is expected to distinguish fact and opinion in various texts b.10.K The student is expected a using different types and levels of questions such as open-ended, literal, and interpret 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 question response to texts b.11.B The student is expected to support responses by referring to relevant aspects of text and his/her own experien b.11.D The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to compare, and contrast ideas, themes, and issues across text b.12.A The student is expected to recognize that authors organize information in specific ways b.12.C The student is expected to recognize that duthors organize information in specific ways b.12.C The student is ex		
b.10.B The student is expected to establish and adjust purposes for reading such as reading to find out, to understand 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 by 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 chronolo 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 de b.10.G The student is expected to paraphrase and summarize text to recall, inform, and organize ideas b.10.H The student is expected to firal winferences such as conclusions or generalizations and support them with text evidence and experience b.10.J The student is expected to find similarities and differences across texts such as in treatment, scope, or organize b.10.J. The student is expected to distinguish fact and opinion in various texts b.10.K The student is expected to distinguish fact and opinion in various such as open-ended, literal, and interpret as well as test-like questions such as malled by the student is expected to offer observations, make connections, react, speculate, interpret, and raise question response to texts b.11.A The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien b.11.D The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to compare, and contrast ideas, themes, and issues across text b.12.A The student is expected to recognize that authors organize information in specific way		
b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding by down such as by rereading a portion aloud, using reference alds, 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 chronolo 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 de b.10.G The student 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 organize ideas in the standard in the sta		
b. 10.C The student is expected to monitor his/her own comprehension and make modifications when understanding be 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 chronolo 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 de 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 organize ideas b. 10.D. The student is expected on swer different types and levels of questions such as open-ended, literal, and interpress 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 question response to texts b. 11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b. 11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 recognize that authors organize information in specific ways b. 12.B The student is expected to recognize that authors organize information in specific ways b. 12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
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 chronolo 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 de b.10.G The student 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 organize b.10.J The student is expected to distinguish fact and opinion in various texts b.10.J The student is expected answer different types and levels of questions such as open-ended, literal, and interpor 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 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 "Would this char 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 recognize the distinguishing features of genres, including biography, historic		
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 chronolo 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 de b.10.G The student 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 organize b.10.J The student is expected to distinguish fact and opinion in various texts b.10.I The student is expected to distinguish fact and opinion in various texts b.10.I The student is expected answer different types and levels of questions such as open-ended, literal, and interporas 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 recognize that authors organize information in specific ways b.12.C The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		b.10.C The student is expected to monitor his/her own comprehension and make modifications when understanding breaks
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 chronolo 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 de b.10.G The student 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 organize in the student is expected to distinguish fact and opinion in various texts b.10.S The student is expected answer different types and levels of questions such as open-ended, literal, and interpret 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with de 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 organiza b.10.J The student is expected to distinguish fact and opinion in various texts b.10.K 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 interprease well as test-like questions uch as multiplic choice, true-false, and short answer b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien b.11.D The student is expected to judge the internal consistency or logic of stories and texts such as "Would this char do this?"; "Does this make sense here?" b.12.A The student is expected to recognize that authors organize information in specific ways b.12.C The student is expected to recognize that authors organize information in specific ways b.12.C The student is expected to recognize that authors organize information in specific ways b.12.C The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
b.10.F The student is expected to determine a text's main (or major) ideas and how those ideas are supported with de 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 organiza 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 interprease well as test-like questions who as who as multiplic choice, true-false, and short answer b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien b.11.D The student is expected to judge the internal consistency or logic of stories and texts such as "Would this char do this?"; "Does this make sense here?" b.12.A 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, expresentertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		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
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 organize 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 interpriase 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char do this?"; "Does this make sense here?" b.11.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, expresentertain b.12.D. The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
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 organize 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 interpriase 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char do this?"; "Does this make sense here?" b.11.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, expresentertain b.12.D. The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
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. In 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 interpress 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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, expresentertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		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.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization. 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 interpretas 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
b.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organize 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 interproase 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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, expresentertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		· · · · · · · · · · · · · · · · · · ·
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 interprease 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		evidence and experience
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 interpret 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
b.10.K The student is expected answer different types and levels of questions such as open-ended, literal, and interpras 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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
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 question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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, expresentertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
b.11.A The student is expected to offer observations, make connections, react, speculate, interpret, and raise question response to texts b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
b.11.B The student is expected to interpret text ideas through such varied means as journal writing, discussion, enact media b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
b.11.C The student is expected to support responses by referring to relevant aspects of text and his/her own experien 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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		· · · · · · · · · · · · · · · · · · ·
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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		media
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 char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		h 11 C. The student is expected to support responses by referring to relevant aspects of toyt and his/her own experiences
b.12.A The student is expected to judge the internal consistency or logic of stories and texts such as "Would this char 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 entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
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 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.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 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.C The student is expected to identify the purposes of different types of texts such as to inform, influence, express entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fiction informational texts, and poetry		
entertain b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
b.12.D The student is expected to recognize the distinguishing features of genres, including biography, historical fictio informational texts, and poetry		
informational texts, and poetry		
portan in a student is expected to direction and identity iteration to the direction indiction, playwright, to	-	
stage, act, dialogue, and scene across a variety of literary forms (texts)		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.A The student is expected to compare text events with his/her own and other readers' experiences
S Signature of the state of the sta		The state of the s
b.14.B The student is expected to determine distinctive and common characteristics of cultures through wide reading		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.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. 10.A The student is expected to write regiony by selecting cursive of mandscript 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
boloro lo, una synable bearrachy parterns
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 nterpret and evaluate the various ways visual image makers such as graphic artists,
illustrators, and news photographers represent meanings