

Title: Touchstones Volume A		Touchstones Volume A Alignment to New York Standards
Lesson Number	Lesson Title	http://www.emsc.nysed.gov/ciai/ela/elacore.htm
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Care	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance

		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 2	The Tortoise and the Rabbit/The Tortoise and the Antelope	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance

		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances

		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 4	The Koran	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance

		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 5	The Royal Commentaries of the Inca	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning

	Reading Standard 2: Recognize how different authors treat similar themes
	Reading Standard 2: Identify the ways in which characters change and develop throughout a story
	Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
	Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
	Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
	Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
	Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 2: Write interpretive essays to summarize the plot
	Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
	Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
	Writing Standard 2: Write interpretive essays to draw a conclusion about the work
	Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
	Writing Standard 2: Respond to literature, connecting the response to personal experience
	Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
	Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
	Writing Standard 2: Identify and describe characters and their motivations, with assistance
	Writing Standard 2: Analyze the impact of the setting, with assistance
	Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
	Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
	Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
	Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
	Listening Standard 2: Identify a character's motivation

		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 6	Two Portraits	Reading Standard 2: Read, view, and interpret texts from a variety of genres
		Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance

		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 7	The Parable of the Greedy Sons	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres

	Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
	Reading Standard 2: Recognize how different authors treat similar themes
	Reading Standard 2: Identify the ways in which characters change and develop throughout a story
	Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
	Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
	Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
	Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
	Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 2: Write interpretive essays to summarize the plot
	Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
	Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
	Writing Standard 2: Write interpretive essays to draw a conclusion about the work
	Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
	Writing Standard 2: Respond to literature, connecting the response to personal experience
	Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
	Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
	Writing Standard 2: Identify and describe characters and their motivations, with assistance
	Writing Standard 2: Analyze the impact of the setting, with assistance
	Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
	Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
	Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance

		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 8	A Man Who Couldn't See and a Man Who Couldn't Walk	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience

		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 9	An Unlucky Man?	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres

	Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
	Reading Standard 2: Recognize how different authors treat similar themes
	Reading Standard 2: Identify the ways in which characters change and develop throughout a story
	Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
	Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
	Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
	Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
	Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 2: Write interpretive essays to summarize the plot
	Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
	Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
	Writing Standard 2: Write interpretive essays to draw a conclusion about the work
	Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
	Writing Standard 2: Respond to literature, connecting the response to personal experience
	Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
	Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
	Writing Standard 2: Identify and describe characters and their motivations, with assistance
	Writing Standard 2: Analyze the impact of the setting, with assistance
	Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
	Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
	Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance

		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 10	Life and Death	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience

		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 11	The Symposium	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres

		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance

		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 12	Truth and Falsehood	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience

		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 13	A Speech to the National American Woman Suffrage Association 1890	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts

	Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
	Reading Standard 1: Distinguish between fact and opinion
	Reading Standard 1: Identify information that is implied rather than stated
	Reading Standard 1: Recognize how new information is related to prior knowledge or experience
	Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
	Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
	Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
	Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
	Reading Standard 1: Make, confirm, or revise predictions, with assistance
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
	Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
	Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 1: Use paragraphing to organize ideas and information
	Writing Standard 1: Use paraphrasing, with assistance
	Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
	Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance

		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 14	The Tower of Babel	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story

		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning

		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 15	Maxims	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information

		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance

		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 16	The Knight's Tale	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance

		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 17	The Republic	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance

		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation

		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 18	The Life of Lycurgus	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance

		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements

		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 19	Mont Saint Victoire and Letters	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing

		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 20	A Case in Medical Ethics	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance

	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
	Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
	Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 1: Use paragraphing to organize ideas and information
	Writing Standard 1: Use paraphrasing, with assistance
	Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
	Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance

		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 21	Frankenstein	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot

	Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
	Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
	Writing Standard 2: Write interpretive essays to draw a conclusion about the work
	Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
	Writing Standard 2: Respond to literature, connecting the response to personal experience
	Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
	Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
	Writing Standard 2: Identify and describe characters and their motivations, with assistance
	Writing Standard 2: Analyze the impact of the setting, with assistance
	Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
	Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
	Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
	Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
	Listening Standard 2: Identify a character's motivation
	Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
	Listening Standard 2: Identify cultural and historical influences in texts and performances
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
	Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
	Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
	Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
	Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully

Lesson 22	Narrative of the Life of Fredrick Douglass	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance

		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 23	The Peloponnesian Wars	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience

		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
		Writing Standard 2: Write interpretive essays to draw a conclusion about the work
		Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
		Writing Standard 2: Respond to literature, connecting the response to personal experience
		Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
		Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
		Writing Standard 2: Identify and describe characters and their motivations, with assistance
		Writing Standard 2: Analyze the impact of the setting, with assistance
		Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
		Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
		Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance

		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Identify a character's motivation
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 24	Buddy	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 2: Write interpretive essays to summarize the plot
		Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
		Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story

	Writing Standard 2: Write interpretive essays to draw a conclusion about the work
	Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
	Writing Standard 2: Write interpretive essays to recognize the impact of rhythm and rhyme in poems
	Writing Standard 2: Respond to literature, connecting the response to personal experience
	Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
	Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
	Writing Standard 2: Identify and describe characters and their motivations, with assistance
	Writing Standard 2: Analyze the impact of the setting, with assistance
	Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
	Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
	Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
	Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
	Listening Standard 2: Identify a character's motivation
	Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
	Listening Standard 2: Identify cultural and historical influences in texts and performances
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
	Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
	Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
	Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
	Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully

Lesson 25	The Souls of Black Folk	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance

		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 26	Pensees	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information

	Reading Standard 1: Distinguish between fact and opinion
	Reading Standard 1: Identify information that is implied rather than stated
	Reading Standard 1: Recognize how new information is related to prior knowledge or experience
	Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
	Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
	Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
	Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
	Reading Standard 1: Make, confirm, or revise predictions, with assistance
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
	Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
	Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 1: Use paragraphing to organize ideas and information
	Writing Standard 1: Use paraphrasing, with assistance
	Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
	Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance

		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 27	The Making of a Scientist	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience

		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
		Writing Standard 1: Use paragraphing to organize ideas and information
		Writing Standard 1: Use paraphrasing, with assistance
		Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
		Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
		Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
		Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
		Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
		Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments

		Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
		Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
		Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 28	The Theaetetus	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance

	Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
	Reading Standard 1: Make, confirm, or revise predictions, with assistance
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
	Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
	Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
	Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
	Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
	Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 1: Use paragraphing to organize ideas and information
	Writing Standard 1: Use paraphrasing, with assistance
	Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
	Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance

		Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
		Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
		Listening Standard 1: Distinguish between fact and opinion
		Listening Standard 1: Identify information that is implicit rather than stated
		Listening Standard 1: Connect new information to prior knowledge or experience
		Listening Standard 1: Recall significant ideas and details, with assistance
		Listening Standard 1: Make, confirm, or revise predictions, with assistance
		Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
		Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
		Listening Standard 2: Identify cultural and historical influences in texts and performances
		Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
		Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
		Speaking Standard 1: Synthesize and paraphrase information
		Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
		Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 29	A Lesson for Kings	Reading Standard 2: Define characteristics of different genres
		Reading Standard 2: Read aloud from a variety of genres (e.g., plays and poems) use inflection and intonation appropriate to text read and audience
		Reading Standard 2: Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
		Reading Standard 2: Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
		Reading Standard 2: Recognize how different authors treat similar themes
		Reading Standard 2: Identify the ways in which characters change and develop throughout a story
		Reading Standard 2: Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
		Reading Standard 2: Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
		Reading Standard 2: Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
		Reading Standard 2: Recognize how the author's use of language creates images or feelings, with assistance
		Reading Standard 2: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance

	Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
	Writing Standard 2: Write interpretive essays to summarize the plot
	Writing Standard 2: Write interpretive essays to describe the characters and explain how they change
	Writing Standard 2: Write interpretive essays to describe the setting and recognize its importance to the story
	Writing Standard 2: Write interpretive essays to draw a conclusion about the work
	Writing Standard 2: Write interpretive essays to interpret the impact of literary devices, such as simile and personification
	Writing Standard 2: Respond to literature, connecting the response to personal experience
	Writing Standard 2: Express opinions and support them through specific references to the text, with assistance
	Writing Standard 2: Demonstrate understanding of plot and theme, with assistance
	Writing Standard 2: Identify and describe characters and their motivations, with assistance
	Writing Standard 2: Analyze the impact of the setting, with assistance
	Writing Standard 2: Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance
	Writing Standard 2: Draw conclusions and provide reasons for the conclusions, with assistance
	Writing Standard 2: Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
	Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
	Listening Standard 2: Identify a character's motivation
	Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
	Listening Standard 2: Identify cultural and historical influences in texts and performances
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Speaking Standard 2: Summarize the plot, describe the motivation of characters, and explain the importance of setting
	Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
	Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments

		Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
		Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully
Lesson 30	The Ethics	Reading Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
		Reading Standard 1: Skim material to gain an overview of content or locate specific information
		Reading Standard 1: Recognize organizational formats to assist in comprehension of informational texts
		Reading Standard 1: Identify missing, conflicting, unclear, and irrelevant information
		Reading Standard 1: Distinguish between fact and opinion
		Reading Standard 1: Identify information that is implied rather than stated
		Reading Standard 1: Recognize how new information is related to prior knowledge or experience
		Reading Standard 1: Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
		Reading Standard 1: Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
		Reading Standard 1: Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
		Reading Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
		Reading Standard 1: Make, confirm, or revise predictions, with assistance
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying precise and vague language
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration
		Reading Standard 3: Evaluate information, ideas, opinions, and themes by identifying missing or unclear information
		Reading Standard 3: Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
		Reading Standard 3: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
		Reading Standard 3: Recognize how one's own point of view contributes to forming an opinion about information and ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance
		Reading Standard 3: Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
		Reading Standard 4: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups

	Writing Standard 1: Use paragraphing to organize ideas and information
	Writing Standard 1: Use paraphrasing, with assistance
	Writing Standard 1: Include relevant and exclude irrelevant information, with assistance
	Writing Standard 1: Support ideas with examples, definitions, analogies, and direct references to the text, with assistance
	Writing Standard 1: Answer questions about informational material and write accurate and complete responses, with assistance
	Writing Standard 3: Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing
	Writing Standard 3: Use supporting evidence from text to evaluate ideas, information, themes, or experiences
	Writing Standard 3: Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
	Writing Standard 3: Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation
	Writing Standard 3: Use precise vocabulary in writing analysis and evaluation
	Writing Standard 3: Present clear analysis, using examples, details, and reasons from text, with assistance
	Writing Standard 3: Explain connections between and among texts to extend the meaning of each individual text, with assistance
	Writing Standard 3: compare and contrast literary elements in more than one genre and/or by more than one author, with assistance
	Listening Standard 1: Distinguish between fact and opinion
	Listening Standard 1: Identify information that is implicit rather than stated
	Listening Standard 1: Connect new information to prior knowledge or experience
	Listening Standard 1: Recall significant ideas and details, with assistance
	Listening Standard 1: Make, confirm, or revise predictions, with assistance
	Listening Standard 1: Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
	Listening Standard 2: Distinguish different genres, such as story, biography, poem, or play
	Listening Standard 2: Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
	Listening Standard 2: Identify cultural and historical influences in texts and performances
	Listening Standard 3: Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
	Listening Standard 4: Respect the age, gender, social position, and cultural traditions of the speaker
	Speaking Standard 1: Synthesize and paraphrase information
	Speaking Standard 3: Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
	Speaking Standard 3: Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
	Speaking Standard 4: Respect the age, gender, social position, culture, and interests of the listener
	Speaking Standard 4: Use the rules of conversation, such as avoid interrupting and respond respectfully