

Title: Where'd They Get That		Alignment to IL ELA Standards
Lesson Number	Lesson Title	http://www.isbe.state.il.us/ILS/ela/stage_C/descriptor.htm
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Cares	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.

		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 3	How Long Could You Observe a Stinky Fish	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.

		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
		2.A.2. Identify the setting and tell how it affects the story.
		2.A.3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
		2.A.4. Identify/compare characters' attributes across stories.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.

		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 4	Are These Figures the Same?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.

	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.

		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 5	Why Does a Ball Keep Moving After You Throw It?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.

	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.

		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 6	How Straight Is Straight?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.

		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.

		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 7	How Does a Scientist Think?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 8	Do You Like Mathematics?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.

	1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
	1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
	1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.

		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 9	Does the Universe Ever End?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.

		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.

		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 10	Why Do We Study Math?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.

	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.

		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 11	Symmetry: Can You Prove It?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).

	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.

Lesson 12	Should Scientists Experiment on Animals?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.

		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 13	Is That Reason Enough?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.

	1.B.1 Identify purposes for reading before and during reading.
	1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
	1.B.4. Identify explicit main ideas.
	1.B.5. Make connections from text to text, text to self, text to world.
	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.

		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 14	How Big Is Infinity?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.

	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).

		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 15	Why Do I Have To Prove It?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.

	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
	3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
	3.B.5. Use basic transitions to connect ideas.
	3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
	3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
	4.A.1. Attend to the speaker and focus attention on what is being said.
	4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
	4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
	4.A.4. Separate and retell main ideas from information that is given orally.
	4.A.5. Formulate relevant and focused questions.
	4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
	4.B.13. Contribute relevant, appropriate information to discussions.
	4.B.14. Demonstrate respect for other participants and their ideas.

		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 16	Will the Sun Rise Tomorrow?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.
		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 17	Are Scientists Responsible for Their Inventions?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.

		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.
		1.B.6. Differentiate between fact and opinion.
		1.B.7. Identify genres of fiction and non-fiction.
		1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
		1.B.10. Ask questions to clarify understanding.
		1.B.11. Summarize or retell information from a text.
		1.B.12. Interpret age-appropriate figurative language.
		1.B.13. Read age-appropriate material aloud with fluency and accuracy.
		1.C.1. Use evidence in text to form questions and verify predictions.
		1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
		1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
		1.C.4. Identify the message the author conveys in the text.
		1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
		1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
		1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
		1.C.8. Explain how authors and illustrators express their ideas.
		2.A.5. Define unfamiliar vocabulary.
		2.A.6. Name several characteristics that distinguish fiction from nonfiction.
		2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
		2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
		2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
		2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
		2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
		2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
		2.B.4. Discuss works that have a common theme.
		2.B.6. Support plausible interpretations with evidence from the text.
		3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
		3.A.2. Construct complete sentences.
		3.A.3. Demonstrate subject-verb agreement.
		3.A.4. Use end marks, commas, and quotation marks.

		3.A.5. Use appropriate capitalization.
		3.A.6. Use appropriate punctuation.
		3.A.7. Use correct spelling of high frequency words.
		3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
		3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
		3.A.10. Proofread and revise one's own work.
		3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
		3.B.2. Establish and maintain a focus.
		3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
Lesson 18	Do Triangles Really Exist?	1.A.1. Use phonics to decode new words in age-appropriate material.
		1.A.2. Use word analysis (root words, inflections, affixes) to identify words.
		1.A.3. Discuss the meanings of new words encountered in independent and group activities.
		1.A.4. Use synonyms and antonyms to define words.
		1.A.5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
		1.A.6. Self-monitor reading and use decoding strategies to self-correct miscues.
		1.A.7. Use context and previous experience to determine the meanings of unfamiliar words in text.
		1.A.8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.
		1.B.1 Identify purposes for reading before and during reading.
		1.B.2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
		1.B.4. Identify explicit main ideas.
		1.B.5. Make connections from text to text, text to self, text to world.

	1.B.6. Differentiate between fact and opinion.
	1.B.7. Identify genres of fiction and non-fiction.
	1.B.9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
	1.B.10. Ask questions to clarify understanding.
	1.B.11. Summarize or retell information from a text.
	1.B.12. Interpret age-appropriate figurative language.
	1.B.13. Read age-appropriate material aloud with fluency and accuracy.
	1.C.1. Use evidence in text to form questions and verify predictions.
	1.C.2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
	1.C.3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
	1.C.4. Identify the message the author conveys in the text.
	1.C.5. Make comparisons across reading selections (e.g., themes, topics, story elements).
	1.C.6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
	1.C.7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
	1.C.8. Explain how authors and illustrators express their ideas.
	2.A.5. Define unfamiliar vocabulary.
	2.A.6. Name several characteristics that distinguish fiction from nonfiction.
	2.A.8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
	2.A.9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
	2.A.10. Recognize that prose is written in sentences and organized in paragraphs.
	2.A.12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
	2.B.1. Apply events and situations in both fiction and nonfiction to personal experiences.
	2.B.2. Investigate literature from a variety of time periods/ cultures/genres.
	2.B.4. Discuss works that have a common theme.
	2.B.6. Support plausible interpretations with evidence from the text.
	3.A.1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
	3.A.2. Construct complete sentences.
	3.A.3. Demonstrate subject-verb agreement.
	3.A.4. Use end marks, commas, and quotation marks.
	3.A.5. Use appropriate capitalization.
	3.A.6. Use appropriate punctuation.
	3.A.7. Use correct spelling of high frequency words.
	3.A.8. Use knowledge of letter-sound relationships to spell unfamiliar words.
	3.A.9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
	3.A.10. Proofread and revise one's own work.
	3.B.1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
	3.B.2. Establish and maintain a focus.
	3.B.3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.

		3.B.4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
		3.B.5. Use basic transitions to connect ideas.
		3.B.6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
		3.B.7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
		4.A.1. Attend to the speaker and focus attention on what is being said.
		4.A.2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
		4.A.3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)
		4.A.4. Separate and retell main ideas from information that is given orally.
		4.A.5. Formulate relevant and focused questions.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.
		4.A.6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
		4.B.13. Contribute relevant, appropriate information to discussions.
		4.B.14. Demonstrate respect for other participants and their ideas.