Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Phonemic Awareness					

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
B. Phonics	B. Phonics	Grade 3	Grade 0	Grade 7	Grade 0
Use a variety of phonetic skills to	Use a variety of phonetic skills to				
read unfamiliar words	read unfamiliar words				
a. Apply phonics skills	a. Apply phonics skills				
Assessment Limits:	Assessment Limits:				
➤ Hard and soft consonants	► Initial and final consonant				
> Initial consonant blends (2	blends (3 letters)				
letters)	> Vowel patterns				
> Vowel patterns	Long and short vowels				
> Short vowels	Irregular/silent consonant				
R-controlled vowels	sounds				
Digraphs	R-controlled vowels				
> Final consonants	Digraphs				
Diphthongs	➤ Diphthongs				
	4. Sounds Around; Part D				
Decode words in grade-level texts	13. We All Needs Trees; Part B				
a. Sound out common word parts	18. Tale of the Sun				
b. Break words into familiar parts					
Assessment Limits:					
Compound or other multi-					
syllabic words					
> Contractions					
> Possessives					
> Inflectional endings					
Word roots/base wordsPrefixes					
> Suffixes					
> Sullixes					
c. Use word meanings and order					
in sentences to confirm					
decoding efforts					
decoding chorts					

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C. Fluency*	C. Fluency*	C. Fluency*	C. Fluency*	C. Fluency*	C. Fluency*
Read orally from familiar text at an appropriate rate a. Listen to models of fluent reading	Read orally at an appropriate rate				
b. Read familiar text at a rate that is conversational and consistent	a. Read familiar text at a rate that is conversational and consistent	Read familiar text at a rate that is conversational and consistent	a. Read familiar text at a rate that is conversational and consistent	Read familiar text at a rate that is conversational and consistent	Read familiar and independent level text at a rate that is conversational and consistent
					b. Read instructional level text that is challenging yet manageable
Read grade-level text accurately	Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	Read grade-level text with both high accuracy and appropriate pacing,
a. Reread and self-correct while reading	a. Apply knowledge of word structures and patterns to read with automaticity	a. Apply knowledge of word structures and patterns to read with automaticity	a. Apply knowledge of word structures and patterns to read with automaticity	a. Apply knowledge of word structures and patterns to read with automaticity	intonation, and expression a. Apply knowledge of word structures and patterns to read with automaticity
b. Decode words automatically	 b. Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression 	 b. Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression 	 b. Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression 	 b. Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression 	 b. Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression
	 Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately 	 Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately 	 Use pacing and intonation to convey meaning and expression Adjust intonation and pitch ppropriately 	 Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately 	 Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately
	c. Increase sight words read fluently	c. Increase sight words read			

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					fluently
c. Use word context clues, sentence structure, and visual clues to guide self- correction					
d. Increase sight words read fluently					
 3. Read grade level text with expression a. Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression 					
 Use pacing and intonation to convey meaning and expression 					

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Adjust intonation and pitch appropriately to convey meaning and expression D. Vocabulary Develop and apply vocabulary through exposure to a variety of texts a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation C. Collect 12-20 new words for deeper study each week 2. Develop a conceptual understanding of new words a. Identify and sort common words into conceptual categories such as general to specific, lesser to	 D. Vocabulary Develop and apply vocabulary through exposure to a variety of texts Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts 4. Sounds Around; Part D We All Needs Trees; Part B Tale of the Sun Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation Collect 12-20 new words for deeper study each week 	D. Vocabulary 1. Develop and apply vocabulary through exposure to a variety of texts a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun 26. Dynamic Duos 93. Paper Civilizations b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	D. Vocabulary 1. Develop and apply vocabulary through exposure to a variety of texts a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun 26. Dynamic Duos 33. Forest Consequences 35. Loving it Too Much 59. Power of Print; Parts A and B, Enrichment 93. Paper Civilizations b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	D. Vocabulary 1. Develop and apply vocabulary through exposure to a variety of texts a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts 4. Sounds Around; Part D 17. People of the Forest; Parts A and B 26. Dynamic Duos 33. Forest Consequences 35. Loving it Too Much 59. Power of Print; Parts A and B, Enrichment 93. Paper Civilizations b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation 59. Power of Print; Parts A and B, Enrichment	D. Vocab 1. Denth te a. 4. Sounds 17. People 26. Dynam 33. Forest 35. Loving 59. Power Enrichmen 93. Paper b. 59. Power
	Develop a conceptual understanding of new words a. Classify and categorize increasingly complex words into sets and groups 91. In the Good Old Days b. Identify and explain word relationships to determine the	Develop and apply a conceptual understanding of new words a. Classify and categorize increasingly complex words into sets and groups	and conversation 59. Power of Print; Parts A and B, Enrichment	2. Apply a conceptual understanding	59. Power Enrichmen

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	meanings of words	91. In the Good Old Days		of new words	2. <i>F</i>
c. Identify and use correctly new	Assessment Limits:	1		a. Classify and categorize	u
words acquired through study of	Antonyms, synonyms,		2. Apply a conceptual understanding	increasingly complex words into	a
their relationships to other words		b. Identify and explain relationships	of new words	sets and groups	
•	homographs	between and among words	a. Classify and categorize	91. In the Good Old Days	91. In the
		Assessment Limits:	increasingly complex words into		
3. Understand, acquire, and use new	c. Identify and use correctly new	Antonyms and synonyms	sets and groups	b. Explain relationships between	
vocabulary	words acquired through study of	Multiple meaning words	91. In the Good Old Days	and among words	
a. Use context to determine the	their relationships to other words		1	Assessment Limits:	b
meanings of words	90. Native Ways			Antonyms and synonyms	
Assessment Limits:		90. Native Ways	b. Explain relationships between	> Multiple meaning words	Į.
➤ Above grade-level words	3. Understand, acquire, and use new		and among words		_
used in context	vocabulary		Assessment Limits:	71. Watch on Wetlands	
Words with multiple	a. Use context to determine the		> Antonyms and synonyms	90. Native Ways	
meanings	meanings of words		Multiple meaning words		71. Watch
Connotations versus	Assessment Limits:		90. Native Ways		90. Native
denotations	➤ Above grade-level words				10. 110.110
Grade-appropriate	used in context				
idioms and	> Words with multiple	3. Understand, acquire, and use new			
figurative expressions	meanings	vocabulary			
ngarative expressions	> Connotations versus	a. Use context to determine the			
	denotations	meanings of words		3. Understand, acquire, and use new	
b. Use word structure to determine	> Grade-appropriate	Assessment Limits:		vocabulary	
the meanings of words	idioms and	➤ Above grade-level words		a. Use context to determine the	
Assessment Limits:	figurative expressions	used in context		meanings of words	3. L
→ Grade-appropriate <i>prefixes</i>	4. Sounds Around; Part D	> Words with multiple	3. Understand, acquire, and use new	Assessment Limits:	3. V
and suffixes	13. We All Need Trees; Part B	meanings	vocabulary	Assessment Limits. Above grade-level words	l a
➤ Grade-appropriate roots	18. Tale of the Sun	Connotations versus	a. Use context to determine the	used in context	
and base words	90. Native Ways	denotations	meanings of words	> Words with multiple	
			Assessment Limits:	,	· /
➤ Grade-appropriate	91. In the Good Old Days	➤ Grade-appropriate		meanings ➤ Connotations versus	
compound words	b. Use word structure to determine	idioms and	➤ Above grade-level words		
Grade-appropriate inflactional and ingred		figurative expressions	used in context ➤ Words with multiple	denotations Crade appropriate	
inflectional endings	the meanings of words	4. Sounds Around: Part D	•	➤ Grade-appropriate	
	Assessment Limits:		meanings	idioms,	
a llea recourses to determine the	Grade-appropriate prefixes	13. We All Need Trees; Part B	> Connotations versus	colloquialisms, and	
c. Use resources to determine the	and suffixes	17. People of the Forest; Parts A and B	denotations	figurative expressions	
meanings of words	➤ Grade-appropriate roots	18. Tale of the Sun	➤ Grade-appropriate	4. Sounds Around; Part D	
	and base words	90. Native Ways	idioms,	17. People of the Forest; Parts A and B	
d Hannaning of Edward Co. Co. Co.	➤ Grade-appropriate	91. In the Good Old Days	colloquialisms, and	59. Power of Print; Part A	4 6
d. Use new vocabulary in speaking	compound words		figurative expressions	90. Native Ways	4. Sounds
and writing to gain and extend	➤ Grade-appropriate	h Herman I I I I I I I I	4. Sounds Around; Part D	91. In the Good Old Days	17. Peopl
content knowledge and clarify	inflectional endings	b. Use word structure to determine	13. We All Need Trees; Part B	h Han mand street on the data	59. Powe
expression	13. We All Need Trees; Part B	the meanings of words	17. People of the Forest; Parts A and B	b. Use word structure to determine	90. Native
	18. Tale of the Sun	Assessment Limits:	18. Tale of the Sun	the meanings of words	91. In the
		Grade-appropriate prefixes	59. Power of Print; Part A	<u>Assessment Limits:</u>	l b

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade 3	C. Use resources to determine the meanings of words d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression 4. Sounds Around; Part D 18. Tale of the Sun	and suffixes Grade-appropriate roots and base words Grade-appropriate compound words Grade-appropriate inflectional endings 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun c. Use resources to confirm definitions and gather further information about words d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression 4. Sounds Around; Part D 17. People of the Forest; Parts A and B	Grade 6 90. Native Ways 91. In the Good Old Days b. Use word structure to determine the meanings of words Assessment Limits: Grade-appropriate prefixes and suffixes Grade-appropriate roots and base words Grade-appropriate compound words Grade-appropriate inflectional endings 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun c. Use resources to confirm definitions and gather further information about words	Fraction of the Forest; Parts A and B c. Use resources to confirm definitions and gather further information about words d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression 6. Sounds Around; Part D	As 17. People
		4. Sounds Around; Part D	definitions and gather further	4. Sounds Around; Part D 17. People of the Forest; Parts A and B 59. Power of Print; Part B 71. Watch on Wetlands	4. Sounds a 17. People 59. Power o 71. Watch o

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E. General Reading	E. General Reading	E. General Reading	E. General Reading	E. General Reading	E. General Reading
Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
Develop comprehension	 Develop comprehension 	1. Develop and apply	1. Develop and apply	Apply comprehension skills	1. Apply and refine
skills through exposure to a	skills through exposure to a	comprehension skills	comprehension skills	through exposure to a	comprehension skills
variety of print and non-	variety of print and non-	through exposure to a	through exposure to a	variety of print and non-	through exposure to a
print texts, including	print texts, including	variety of print and non-	variety of print and non-	print texts, including	variety of print and non-
traditional print and	traditional print and	print texts, including	print texts, including	traditional print and	print texts, including
electronic texts	electronic texts	traditional print and	traditional print and	electronic texts	traditional print and
cicoti offic toxts	cicoti cine texts	electronic texts	electronic texts	Ciccironic toxis	electronic texts
			0.000.00.00		0.000.01.00
a. Listen to critically, read,	a. Listen to critically, read,	a. Listen to critically, read,	a. Listen to critically, read,	a. Listen to critically, read,	a. Listen to critically, read,
and discuss texts	and discuss texts	and discuss texts	and discuss texts	and discuss texts	and discuss texts
representing diversity in	representing diversity in	representing diversity in	representing diversity in	representing diversity in	representing diversity in
content, culture,	content, culture,	content, culture,	content, culture,	content, culture,	content, culture,
authorship, and	authorship, and	authorship, and	authorship, and	authorship, and	authorship, and
perspective, including	perspective, including	perspective, including	perspective, including	perspective, including	perspective, including
areas such as race,	areas such as race,	areas such as race,	areas such as race,	areas such as race,	areas such as race,
gender, disability,	gender, disability, religion,	gender, disability,	gender, disability,	gender, disability,	gender, disability,
religion, and socio-	and socio-economic	religion, and socio-	religion, and socio-	religion, and socio-	religion, and socio-
economic background	background	economic background	economic background	economic background	economic background
	4. Sounds Around; Part D	4. Sounds Around; Part D	4. Sounds Around; Part D	4. Sounds Around: Part D	4. Sounds Around; Part D
	18. Tale of the Sun	17. People of the Forest; Parts A and	17. People of the Forest; Parts A and	17. People of the Forest; Parts A and	90. Native Ways
	90. Native Ways	B	B	B	70. Native ways
self-selected and/or	70. Native ways	18. Tale of the Sun	18. Tale of the Sun	90. Native Ways	
assigned books or book	b. *Read a minimum of 25	90. Native Ways	90. Native Ways	70. Wative Ways	b. *Read a minimum of 25
equivalents representing	self-selected and/or	70. Native ways	70. Native ways		self-selected and/or
various genres	assigned books or book				assigned books or book
various genies	equivalents representing	b. *Read a minimum of 25		b. *Read a minimum of 25	equivalents representing
c. Discuss reactions to and	various genres	self-selected and/or	b. *Read a minimum of 25	self-selected and/or	various genres
ideas/information gained	various genres	assigned books or book	self-selected and/or	assigned books or book	various gerires
from reading experiences	c. Discuss reactions to and	equivalents representing	assigned books or book	equivalents representing	c. Discuss reactions to and
with adults and peers in	ideas/information gained	various genres	equivalents representing	various genres	ideas/information gained
both formal and informal	from reading experiences	valious geriles	various genres	various genres	from reading experiences
situations	with adults and peers in	c. Discuss reactions to and	various gerires	c. Discuss reactions to and	with adults and peers in
Situations	both formal and informal	ideas/information gained	c. Discuss reactions to and	ideas/information gained	both formal and informal
	situations		ideas/information gained		situations
	SituatiOHS	from reading experiences with adults and peers in	from reading experiences	from reading experiences with adults and peers in	วแนสแบบว
			· · · · · · · · · · · · · · · · · · ·	l	71. Watch on Wetlands
		both formal and informal situations	with adults and peers in both formal and informal	both formal and informal	71. Walcii on Wellanus
2 Uso stratogics to propers		SituatiOHS	situations	situations 71. Watch on Wetlands	
Use strategies to prepare for reading (before reading)			Situations	71. Wateri dii Welianus	
for reading (before reading)	Use strategies to prepare				
a. Survey and preview the	Use strategies to prepare for reading (before reading)				2 Use strategies to proper
text by examining features such as the title,					2. Use strategies to prepare
	a. Survey and preview the				for reading (before reading)
pictures, illustrations,	text by examining				a. Select and apply

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
·	photographs, charts, and	features such as the title,	2. Use strategies to prepare	2. Use strategies to prepare	Use strategies to prepare for reading (hefore reading)	appropriate strategies to
ĺ	graphs	illustrations, photographs, charts, and	for reading (before reading) a. Survey and preview the	for reading (before reading) a. Survey and preview the	for reading (before reading) a. Select and apply	prepare for reading the text
		graphs	text by examining	text	appropriate strategies to	ICAL
b. S	Set a purpose for reading	3.24	features such as the title,	12.00	prepare for reading the	
t	the text	90. Native Ways	illustrations,	33. Forest Consequences	text	4. Sounds Around; Part D
		b. Set a purpose for reading	photographs, charts, and	35. Loving it Too Much		33. Forest Consequences
	Make predictions and ask	the text	graphs	72. Air We breathe; Part B	4. Sounds Around; Part D	35. Loving it Too Much
	questions about the text	13. We All Need Trees; Part B 18. Tale of the Sun	90. Native Ways	90. Native Ways	33. Forest Consequences 35. Loving it Too Much	71. Watch on Wetlands 72. Air We breathe; Part B
l b	Make connections to the	49. Tropical Treehouse; Part B		b. Set a purpose for reading	71. Watch on Wetlands	90. Native Ways
	text from prior knowledge	c. Make predictions and ask	b. Set a purpose for reading	the text	72. Air We breathe; Part B	70. Nauve Ways
	and experiences	questions about the text	the text	13. We All Need Trees; Part B	90. Native Ways	
	·	·	4. Sounds Around; Part D	17. People of the Forest; Parts A and	-	
		d. Make connections to the	13. We All Need Trees; Part B	B		
		text from prior knowledge	17. People of the Forest; Parts A and B	18. Tale of the Sun		
		and experiences	В 18. Tale of the Sun	33. Forest Consequences 35. Loving it Too Much		
			49. Tropical Treehouse; Part B	72. Air We breathe; Part B		
		4. Sounds Around; Part D	93. Paper Civilizations	93. Paper Civilizations		
		13. We All Need Trees; Part B		•		
		18. Tale of the Sun	c. Make predictions and ask	c. Make predictions and ask		
		49. Tropical Treehouse; Part B	questions about the text	questions about the text		
			d. Make connections to the	d. Make connections to the		
			text from prior knowledge	text from prior knowledge		
			and experiences	and experiences		
				4. Sounds Around; Part D		
				13. We All Need Trees; Part B		
				17. People of the Forest; Parts A and		
2 1100	stratagios to make			B 18. Tale of the Sun		
	strategies to make ning from text (during			49. Tropical Treehouse; Part B		
readi				93. Paper Civilizations		
	Reread the difficult parts			33. Forest Consequences		
9	slowly and carefully			35. Loving it Too Much		
				72. Air We breathe; Part B		
	Use own words to restate					
	the difficult part	3. Use strategies to make				
0 1	Read on and revisit the	meaning from text (during				3. Use strategies to make
	difficult part	reading)				meaning from text (during
	•	a. Reread the difficult parts			Use strategies to make	reading)

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
d.	Look back through the	slowly and carefully			meaning from text (during	a. Select and apply
	text to search for	13. We All Need Trees; Part B			reading)	appropriate strategies to
	connections between	18. Tale of the Sun	Use strategies to make		a. Select and apply	make meaning from text
	and among ideas	49. Tropical Treehouse; Part B	meaning from text (during		appropriate strategies to	during reading
	-	90. Native Ways	reading)		make meaning from text	
e.	Make, confirm, or adjust	b. Use own words to restate	 a. Reread the difficult parts 		during reading	
	predictions	the difficult part	slowly and carefully		4. Sounds Around; Part D	4. Sounds Around; Part D
		13. We All Need Trees; Part B	13. We All Need Trees; Part B		17. People of the Forest; Parts A and	17. People of the Forest; Parts A and
f.	Periodically summarize	18. Tale of the Sun	17. People of the Forest; Parts A and		В	В
	while reading	49. Tropical Treehouse; Part B	В		33. Forest Consequences	33. Forest Consequences
	-	90. Native Ways	18. Tale of the Sun		35. Loving it Too Much	35. Loving it Too Much
g.	Periodically paraphrase		49. Tropical Treehouse; Part B		49. Tropical Treehouse; Part B	49. Tropical Treehouse; Part B
	important ideas or	 c. Read on and revisit the 	90. Native Ways	Use strategies to make	71. Watch on Wetlands	71. Watch on Wetlands
	information	difficult part		meaning from text (during	72. Air We Breathe; Part B	72. Air We Breathe; Part B
		13. We All Need Trees; Part B	b. Use own words to restate	reading)	90. Native Ways	90. Native Ways
h.	Visualize what was read	18. Tale of the Sun	the difficult part	 a. Reread the difficult parts 		
	for deeper understanding	49. Tropical Treehouse; Part B	13. We All Need Trees; Part B	slowly and carefully		
		90. Native Ways	17. People of the Forest; Parts A and	13. We All Need Trees; Part B		
i.	Explain personal		В	17. People of the Forest; Parts A and		
	connections to the ideas	 d. Skim the text to search 	18. Tale of the Sun	В		
	or information in the text	for connections between	49. Tropical Treehouse; Part B	18. Tale of the Sun		
		and among ideas	90. Native Ways	33. Forest Consequences		
				35. Loving it Too Much		
		13. We All Need Trees; Part B	c. Read on and revisit the	72. Air We Breathe; Part B		
		18. Tale of the Sun	difficult part	90. Native Ways		
		49. Tropical Treehouse; Part B	13. We All Need Trees; Part B			
		90. Native Ways	17. People of the Forest; Parts A and	b. Use own words to restate		
	e strategies to		B	the difficult part		
	monstrate understanding	e. Make, confirm, or adjust	18. Tale of the Sun	13. We All Need Trees; Part B		
	the text (after reading)	predictions	49. Tropical Treehouse; Part B	17. People of the Forest; Parts A and		
a.	<i>J</i> 1	13. We All Need Trees; Part B	90. Native Ways	B		
A =	main idea	18. Tale of the Sun	d Clides the territor accordi	18. Tale of the Sun		
ASS	sessment Limits:	49. Tropical Treehouse; Part B	d. Skim the text to search	33. Forest Consequences		
	Of the text or a portion of the text	90. Native Ways	for connections between	35. Loving it Too Much		
	portion of the text	f Dariadically summariza	and among ideas 13. We All Need Trees; Part B	72. Air We Breathe; Part B		
h	Identify and evaluin what	f. Periodically summarize	·	90. Native Ways		
D.	Identify and explain what is directly stated in the	while reading 13. We All Need Trees; Part B	17. People of the Forest; Parts A and B	c. Read on and revisit the		
	text	18. Tale of the Sun	В 18. Tale of the Sun	c. Read off and revisit the difficult part		
Acc	sessment Limits:	49. Tropical Treehouse; Part B	49. Tropical Treehouse; Part B	13. We All Need Trees; Part B		
ASS	In the text or a	90. Native Ways	90. Native Ways	17. People of the Forest; Parts A and		
	portion of the text	70. IValive VVays	70. Native Ways	B		
	ρυπιση σι της τεχτ	g. Periodically paraphrase		18. Tale of the Sun		
		important ideas or	e. Make, confirm, or adjust	33. Forest Consequences		
		information	predictions	35. Loving it Too Much		
		IIIIOIIIIalioii	predictions	33. Loving it 100 Mach		

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		13. We All Need Trees; Part B	72. Air We Breathe; Part B		4. Use strategies to
 c. Identify and ex 	xplain what 13. We All Need Trees; Part B	17. People of the Forest; Parts A and	90. Native Ways	4. Use strategies to	demonstrate understanding
is not directly		В		demonstrate understanding	of the text (after reading)
the text by dra	awing 49. Tropical Treehouse; Part B	18. Tale of the Sun	 d. Skim the text to search 	of the text (after reading)	a. Identify and explain the
inferences	90. Native Ways	49. Tropical Treehouse; Part B	for connections between	 Identify and explain the 	main idea or argument
<u>Assessment Limits</u>	<u>.</u>	90. Native Ways	and among ideas	main idea	Assessment Limits:
From the	e text or a h. Visualize what was read	-	13. We All Need Trees; Part B	Assessment Limits:	Of the text or a
portion o	of the text for deeper understanding	f. Periodically summarize	17. People of the Forest; Parts A and	Of the text or a	portion of the text
	13. We All Need Trees; Part B	while reading	В	portion of the text	33. Forest Consequences
	18. Tale of the Sun	13. We All Need Trees; Part B	18. Tale of the Sun	33. Forest Consequences	35. Loving it Too Much
	49. Tropical Treehouse; Part B	17. People of the Forest; Parts A and	33. Forest Consequences	35. Loving it Too Much	49. Tropical Treehouse; Part B
d. Draw conclusi	ions based 90. Native Ways	В	35. Loving it Too Much	49. Tropical Treehouse; Part B	72. Air We Breathe; Part B
on the text an	d prior	18. Tale of the Sun	72. Air We Breathe; Part B	72. Air We Breathe; Part B	90. Native Ways
knowledge	i. Use a graphic organizer	49. Tropical Treehouse; Part B	90. Native Ways	90. Native Ways	
<u>Assessment Limits</u>		90. Native Ways			b. Identify and explain
From the	e text or a technique to record			b. Identify and explain	information directly
portion o	of the text important ideas or	g. Periodically paraphrase	e. Make, confirm, or adjust	information directly	stated in the text
	information	important ideas or	predictions	stated in the text	Assessment Limits:
	13. We All Need Trees; Part B	information	13. We All Need Trees; Part B	Assessment Limits:	➤ In the text or a
	18. Tale of the Sun	13. We All Need Trees; Part B	17. People of the Forest; Parts A and	In the text or a	portion of the text
	49. Tropical Treehouse; Part B	17. People of the Forest; Parts A and	В	portion of the text	
e. Confirm, refut	·	В	18. Tale of the Sun		4. Sounds Around; Part D
predictions an		18. Tale of the Sun	33. Forest Consequences	4. Sounds Around; Part D	17. People of the Forest; Parts A and
ideas	j. Explain personal	49. Tropical Treehouse; Part B	35. Loving it Too Much	17. People of the Forest; Parts A and	В
Assessment Limits		90. Native Ways	72. Air We Breathe; Part B	В	33. Forest Consequences
> The deve			90. Native Ways	33. Forest Consequences	35. Loving it Too Much
	r ideas that 4. Sounds Around; Part D	h. Visualize what was read		35. Loving it Too Much	49. Tropical Treehouse; Part B
might log		for deeper understanding	f. Periodically summarize	49. Tropical Treehouse; Part B	72. Air We Breathe; Part B
	if the text 18. Tale of the Sun	13. We All Need Trees; Part B	while reading	72. Air We Breathe; Part B	90. Native Ways
were ext		17. People of the Forest; Parts A and	13. We All Need Trees; Part B	90. Native Ways	
	90. Native Ways	B	17. People of the Forest; Parts A and		
f December 1	a made	18. Tale of the Sun	B	Daniel C	Draw I f
f. Paraphrase th		49. Tropical Treehouse; Part B	18. Tale of the Sun	c. Draw inferences and/or	c. Draw inferences and/or
idea	demonstrate understanding	90. Native Ways	33. Forest Consequences	conclusions and make	conclusions and make
Assessment Limits	_ \	t Here a manifely annual and	35. Loving it Too Much	generalizations	generalizations
Of the te.	, , , , , , , , , , , , , , , , , , ,	i. Use a graphic organizer	72. Air We Breathe; Part B	Assessment Limits:	Assessment Limits:
portion o		or another note-taking	90. Native Ways	From the text or a	From the text or a
a. Common anima	Assessment Limits:	technique to record	Davia dia dia dia manambana	portion of the text	portion of the text
g. Summarize	> Of the text or a	important ideas or	g. Periodically paraphrase		
Assessment Limits		information	important ideas or	17 Doonlo of the Forest Dorto A and	
The text	•	13. We All Need Trees; Part B	information	17. People of the Forest; Parts A and	17. Doomlo of the Corect, Dorto A and
of the tex		17. People of the Forest; Parts A and	13. We All Need Trees; Part B	B	17. People of the Forest; Parts A and
	49. Tropical Treehouse; Part B	B	17. People of the Forest; Parts A and	33. Forest Consequences	B
h Connoctthat	90. Native Ways	18. Tale of the Sun	B	35. Loving it Too Much	33. Forest Consequences
h. Connect the to	ext to prior	49. Tropical Treehouse; Part B	18. Tale of the Sun	49. Tropical Treehouse; Part B	35. Loving it Too Much

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
knowledge or personal	b. Identify and explain what	90. Native Ways	33. Forest Consequences	71. Watch on Wetlands	49. Tropical Treehouse; Part B
experience	is directly stated in the		35. Loving it Too Much	72. Air We Breathe; Part B	71. Watch on Wetlands
Assessment Limits:	text	j. Explain personal	72. Air We Breathe; Part B	90. Native Ways	72. Air We Breathe; Part B
➤ Prior knowledge that	Assessment Limits:	connections to the ideas	90. Native Ways	,	90. Native Ways
clarifies, extends, or	➤ In the text or a	or information in the text	•		,
challenges the ideas	portion of the text	4. Sounds Around; Part D	 h. Visualize what was read 		
in the text or a	·	13. We All Need Trees; Part B	for deeper understanding		
portion of the text	4. Sounds Around; Part D	17. People of the Forest; Parts A and	13. We All Need Trees; Part B		
· ·	13. We All Need Trees; Part B	В	17. People of the Forest; Parts A and		
	18. Tale of the Sun	18. Tale of the Sun	В		
	49. Tropical Treehouse; Part B	49. Tropical Treehouse; Part B	18. Tale of the Sun		
	90. Native Ways	90. Native Ways	33. Forest Consequences		
		_	35. Loving it Too Much		
		4. Use strategies to	72. Air We Breathe; Part B		
		demonstrate understanding	90. Native Ways		
	 c. Identify and explain what 	of the text (after reading)		d. Confirm, refute, or make	
	is not directly stated in	 a. Identify and explain the 	 Use a graphic organizer 	predictions	d. Confirm, refute, or make
	the text by drawing	main idea	or another note-taking	<u>Assessment Limits:</u>	predictions
	inferences	<u>Assessment Limits:</u>	technique to record	The development,	Assessment Limits:
	<u>Assessment Limits:</u>	Of the text or a	important ideas or	topics, or ideas that	The development,
	From the text or a	portion of the text	information	might logically be	topics, or ideas that
	portion of the text	13. We All Need Trees; Part B	13. We All Need Trees; Part B	included if the text	might logically be
		17. People of the Forest; Parts A and	17. People of the Forest; Parts A and	were extended	included if the text
	13. We All Need Trees; Part B	В	В		were extended
	18. Tale of the Sun	18. Tale of the Sun	18. Tale of the Sun		35. Loving it Too Much
	49. Tropical Treehouse; Part B	49. Tropical Treehouse; Part B	33. Forest Consequences	35. Loving it Too Much	
	90. Native Ways	90. Native Ways	35. Loving it Too Much		
			72. Air We Breathe; Part B		
	d. Draw conclusions or	b. Identify and explain what	90. Native Ways	e. Summarize or	e. Summarize or
	make generalizations	is directly stated in the		paraphrase	paraphrase
	about the text	text	j. Explain personal	Assessment Limits:	Assessment Limits:
	Assessment Limits:	Assessment Limits:	connections to the ideas	The text or a portion	> The text or a portion
	From the text or a	➤ In the text or a	or information in the text	of the text	of the text
	portion of the text	portion of the text	4. Sounds Around; Part D	4. Sounds Around; Part D	4. Sounds Around; Part D
	40 111 411 47 5 45		13. We All Need Trees; Part B	17. People of the Forest; Parts A and	17. People of the Forest; Parts A and
	13. We All Need Trees; Part B	4. Sounds Around; Part D	17. People of the Forest; Parts A and	B 52 Famuel Camara	B
	18. Tale of the Sun	13. We All Need Trees; Part B	B	33. Forest Consequences	33. Forest Consequences
	49. Tropical Treehouse; Part B	17. People of the Forest; Parts A and	18. Tale of the Sun	35. Loving it Too Much	35. Loving it loo Much
	90. Native Ways	B	33. Forest Consequences	49. Tropical Treehouse; Part B	49. Tropical Treehouse; Part B
		18. Tale of the Sun	35. Loving it Too Much	72. Air We Breathe; Part B	72. Air We Breathe; Part B
	o Confirm refute or realis	49. Tropical Treehouse; Part B	72. Air We Breathe; Part B	f Connect the tout to	f Connect the tout to
	e. Confirm, refute, or make	90. Native Ways	90. Native Ways	f. Connect the text to prior	f. Connect the text to prior
	predictions and form new		4 Hoo otrotosias ta	knowledge or personal	knowledge or personal
	ideas		 Use strategies to demonstrate understanding 	experience	experience
	<u>Assessment Limits:</u>		uemonstrate understanding	<u>Assessment Limits:</u>	<u>Assessment Limits:</u>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade 3	> The development, topics, or ideas that might logically be included if the text were extended 13. We All need Trees; Part B f. Paraphrase the main idea Assessment Limits: > Of the text or a portion of the text 4. Sounds Around; Part D 13. We All Need Trees; Parts A and B 18. Tale of the Sun 49. Tropical Treehouse; Part B 17. People of the Forest; Parts A and B 18. Summarize Assessment Limits: > The text or a portion of the text 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun 49. Tropical Treehouse; Part B	c. Identify and explain what is not directly stated in the text by drawing inferences Assessment Limits: From the text or a portion of the text 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun 49. Tropical Treehouse; Part B 90. Native Ways d. Draw conclusions or make generalizations about the text Assessment Limits: From the text or a portion of the text 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun	Grade 6 of the text (after reading) a. Identify and explain the main idea Assessment Limits: → Of the text or a portion of the text 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 33. Forest Consequences 35. Loving it Too Much 72. Air We Breathe; Part B 90. Native Ways b. Identify and explain what is directly stated in the text Assessment Limits: → In the text or a portion of the text 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 33. Forest Consequences 35. Loving it Too Much 72. Air We Breathe; Part B 90. Native Ways	Frior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text 4. Sounds Around; Part D 17. People of the Forest; Parts A and B 33. Forest Consequences 35. Loving it Too Much 49. Tropical Treehouse; Part B 72. Air We Breathe; Part B	Grade 8 Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text 4. Sounds Around; Part D 17. People of the Forest; Parts A and B 33. Forest Consequences 35. Loving it Too Much 49. Tropical Treehouse; Part B 72. Air We Breathe; Part B
	of the text 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun	Assessment Limits: From the text or a portion of the text 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B	 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 33. Forest Consequences 35. Loving it Too Much 72. Air We Breathe; Part B 		

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	18. Tale of the Sun	were extended	72. Air We Breathe; Part B		
	49. Tropical Treehouse; Part B		90. Native Ways		
		13. We All Need Trees; Part B			
		f Daraphrasa the main			
		f. Paraphrase the main idea	d. Draw conclusions or		
		Assessment Limits:	make generalizations		
		> Of the text or a	about the text		
		portion of the text	Assessment Limits:		
		4. Sounds Around; Part D	From the text or a		
		13. We All Need Trees; Part B	portion of the text		
		17. People of the Forest; Parts A and	40 11/4 17 0 10		
		B	13. We All need Trees; Part B		
		18. Tale of the Sun 49. Tropical Treehouse; Part B	17. People of the Forest; Parts A and B		
		47. Hupicai Heelluuse, Pall B	33. Forest Consequences		
		g. Summarize	35. Loving it Too Much		
		Assessment Limits:	72. Air We Breathe; Part B		
		➤ The text or a portion	90. Native Ways		
		of the text			
		4. Sounds Around; Part D			
		13. We All Need Trees; Part B			
		17. People of the Forest; Parts A and B	e. Confirm, refute, or make		
		18. Tale of the Sun	e. Confirm, refute, or make predictions and form new		
		49. Tropical Treehouse; Part B	ideas		
		177 Tropical Troonicase, Fait 2	Assessment Limits:		
			➤ The development,		
		h. Connect the text to prior	topics, or ideas that		
		knowledge or personal	might logically be		
		experience	included if the text		
		Assessment Limits: ➤ Prior knowledge	were extended 13. We All Need Trees; Part B		
		that clarifies,	35. Loving it Too Much		
		extends, or	33. Loving it 100 Much		
		challenges the ideas	f. Paraphrase the main		
		in the text or a	idea		
		portion of the text	<u>Assessment Limits:</u>		
		4. Sounds Around; Part D	Of the text or a		
		13. We All Need Trees; Part B	portion of the text		
		17. People of the Forest; Parts A and	4. Sounds Around; Part D		
		B 18. Tale of the Sun	13. We All Need Trees; Part B 17. People of the Forest; Parts A and		
		49. Tropical Treehouse; Part B	B		
		47. Hopical Heeliouse, Fail B	18. Tale of the Sun		
			TO. Tale Of the Suit	J	

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			33. Forest Consequences 35. Loving it Too Much 49. Tropical Treehouse; Part B 72. Air We Breathe; Part B		
			g. Summarize <u>Assessment Limits:</u> ➤ The text or a portion of the text		
			 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun 		
			33. Forest Consequences 35. Loving it Too Much 49. Tropical Treehouse; Part B 72. Air We Breathe; Part B		
			h. Connect the text to prior knowledge or personal experience Assessment Limits: Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text		
			 4. Sounds Around; Part D 13. We All Need Trees; Part B 17. People of the Forest; Parts A and B 18. Tale of the Sun 33. Forest Consequences 		
			35. Loving it Too Much 49. Tropical Treehouse; Part B 72. Air We Breathe; Part B		

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Comprehension of Informational	A. Comprehension of Informational	A. Comprehension of Informational	A. Comprehension of Informational	A. Comprehension of Informational	A. Comprehension of Informational
Text	Text	Text	Text	Text	Text
 Develop comprehension 	 Develop comprehension 	 Develop and apply 	 Develop and apply 	 Apply comprehension skills 	 Apply and refine
skills by reading a variety of	skills by reading a variety of	comprehension skills by	comprehension skills by	by selecting, reading, and	comprehension skills by
self-selected and assigned	self-selected and assigned	reading a variety of self-	reading a variety of self-	interpreting a variety of	selecting, reading, and
print and non-print	print and non-print	selected and assigned print	selected and assigned print	print and non-print	analyzing a variety of print
informational texts,	informational texts,	and non-print informational	and non-print informational	informational texts,	and non-print informational
including electronic media	including electronic media	texts, including electronic	texts, including electronic	including electronic media	texts, including electronic
a. Read, use, and identify	a. Read, use, and identify	media	media	a. Read, use, and identify	media
the characteristics of	the characteristics of	a. Read, use, and identify	a. Read, use, and identify	the characteristics of	a. Read, use, and identify
nonfiction materials such	nonfiction materials such	the characteristics of	the characteristics of	primary and secondary	the characteristics of
as textbooks, appropriate	as textbooks, appropriate	nonfiction materials such	nonfiction materials such	sources of academic	primary and secondary
reference materials,	reference materials,	as textbooks, appropriate	as textbooks, appropriate	information such as	sources of academic
personal narratives,	personal narratives,	reference materials,	reference materials,	textbooks, trade books,	information such as
diaries, journals,	diaries, journals,	research and historical	research and historical	reference and research	textbooks, trade books,
biographies,	biographies,	documents, personal	documents, personal	materials, periodicals,	reference and research
newspapers, letters,	newspapers, letters,	narratives, diaries,	narratives, diaries,	editorials, speeches,	materials, periodicals,
articles, web sites and	articles, web sites and	journals, biographies,	journals, biographies,	interviews, articles, non-	editorials, speeches,
other online materials,	other online materials,	newspapers, letters,	newspapers, letters,	print materials, and	interviews, articles, non-
other appropriate conten-	other appropriate	articles, web sites and	articles, web sites and	online materials, other	print materials, and
specific texts to gain	content-specific texts to	other online materials,	other online materials,	appropriate content-	online materials, other
information and content	gain information and	other appropriate	other appropriate	specific texts	appropriate content-
knowledge	content knowledge	content-specific texts to	content-specific texts to	Assessment Limits:	specific texts
Assessment Limits:	Assessment Limits:	gain information and	gain information and	➤ Grade-appropriate	Assessment Limits:
➤ Grade-appropriate	➤ Grade-appropriate	content knowledge	content knowledge	primary and	➤ Grade-appropriate
informational texts	informational texts	Assessment Limits:	Assessment Limits:	secondary texts	primary and
	13. We All Need Trees; Part B	Grade-appropriate informational texts	➤ Grade-appropriate informational texts	17. People of the Forest; Parts A and	secondary texts 17. People of the Forest; Parts A and
	17. People of the Forest; Parts A and	13. We All Need Trees; Part B	13. We All Need Trees; Part B	B	D Tr. Feople of the Forest, Faits A and
	B	17. People of the Forest; Parts A and	17. People of the Forest; Parts A and	35. Loving it Too Much	35. Loving it Too Much
b. Read, use, and identify	49. Tropical Treehouse; Part B	B	B	49. Tropical Treehouse; Part B	49. Tropical Treehouse; Part B
the characteristics of	58. There Ought To Be a Law	49. Tropical Treehouse; Part B	35. Loving it Too Much	58. There Ought To Be a Law	58. There Ought To Be a Law
functional documents	90. Native Ways	58. There Ought To Be a Law	49. Tropical Treehouse; Part B	59. Power of Print; Part B,	59. Power of Print; Part B,
such as sets of	70. Native Ways	90. Native Ways	58. There Ought To Be a Law	Enrichment	Enrichment
directions, science		93. Paper Civilizations	59. Power of Print; Part B,	71. Watch on Wetlands	71. Watch on Wetlands
investigations, atlases,		73. Tuper Olvinzations	Enrichment	90. Native Ways	90. Native Ways
posters, flyers, forms,	b. Read, use, and identify	b. Read, use, and identify	90. Native Ways	93. Paper Civilizations	93. Paper Civilizations
instructional manuals,	the characteristics of	the characteristics of	93. Paper Civilizations	70. Tupor orvinzations	70. Tuper Olivinzations
menus, pamphlets, rules,	functional documents	functional documents	70. 1 apo. 011 <u>2</u> 0110		
invitations, recipes,	such as sets of	such as sets of			b. Read, use, and identify
advertisements, other	directions, science	directions, science	b. Read, use, and identify	b. Read, use, and identify	the characteristics of
functional documents	investigations, atlases,	investigations, atlases,	the characteristics of	the characteristics of	workplace and other real-
Assessment Limits:	posters, flyers, forms,	posters, flyers, forms,	functional documents	workplace and other real-	world documents such as
➤ Grade-appropriate	instructional manuals,	instructional manuals,	such as sets of	world documents such as	sets of directions,
functional	menus, pamphlets, rules,	menus, pamphlets, rules,	directions, science	sets of directions,	science investigations,
2 22 2 2					

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	documents	invitations, recipes,	invitations, recipes,	investigations, atlases,	science investigations,	atlases, posters, flyers,
		advertisements, other	advertisements, other	posters, flyers, forms,	atlases, posters, flyers,	forms, instructional
		functional documents	functional documents	instructional manuals,	forms, instructional	manuals, menus,
	 Select and read to gain 	Assessment Limits:	Assessment Limits:	menus, pamphlets, rules,	manuals, menus,	pamphlets, rules,
	information from personal	Grade-appropriate	Grade-appropriate	invitations, recipes,	pamphlets, rules,	invitations, recipes,
	interest materials such as	functional	functional	advertisements, other	invitations, recipes,	advertisements, other
	brochures, books,	documents	documents	functional documents	advertisements, other	functional documents
	magazines, cookbooks,	90. Native Ways	90. Native Ways	Assessment Limits:	functional documents	Assessment Limits:
	and web sites			Grade-appropriate	Assessment Limits:	Grade-appropriate
				functional	➤ Grade-appropriate	workplace and real-
			c. Select and read to gain	documents	workplace and real-	world documents
		c. Select and read to gain	information from personal	90. Native Ways	world documents	90. Native Ways
	Libert Committee of the contract	information from personal	interest materials such as		90. Native Ways	Calcat and mad to make
2.	Identify and use text	interest materials such as	brochures, books,	Colort and read to rein	Calcat and read to rain	c. Select and read to gain
	features to facilitate	brochures, books,	magazines, cookbooks,	c. Select and read to gain	c. Select and read to gain	information from personal interest materials such as
	understanding of informational texts	magazines, cookbooks,	catalogs, and web sites	information from personal	information from personal interest materials such as	
		catalogs, and web sites		interest materials such as brochures, books,		books, pamphlets, how-
	a. Use print features such as large bold print, font			magazines, cookbooks,	books, magazines, cookbooks, catalogs,	to manuals, magazines, web sites, and other
	size/type, italics, colored			catalogs, and web sites	web sites, and other	online materials
	print, quotation marks,		2. Identify and use text	Catalogs, and web sites	online materials	Offilite Haterials
	and underlining	2. Identify and use text	features to facilitate		Offilitie friaterials	
	Assessment Limits:	features to facilitate	understanding of			
	➤ In the text or a	understanding of	informational texts			2. Analyze text features to
	portion of the text	informational texts	a. Use print features such	2. Identify and use text	2. Analyze text features to	facilitate and extend
	portion or tire tent	a. Use print features such	as large bold print, font	features to facilitate	facilitate understanding of	understanding of
		as large bold print, font	size/type, italics, colored	understanding of	informational texts	informational texts
		size/type, italics, colored	print, quotation marks,	informational texts	a. Analyze print features	a. Analyze print features
		print, quotation marks,	underlining, and other	a. Use print features such	that contribute to	that contribute to
	b. Use graphic aids such as	underlining, and other	appropriate content-	as large bold print, font	meaning	meaning
	illustrations and pictures,	print features	specific texts	size/type, italics, colored	Assessment Limits:	<u>Assessment Limits:</u>
	photographs, drawings,	encountered in	Assessment Limits:	print, quotation marks,	In the text or a	In the text or a
	sketches, cartoons, maps	informational texts	In the text or a	underlining, and other	portion of the text	portion of the text
	(key, scale, legend),	Assessment Limits:	portion of the text	appropriate content-		
	graphs, charts/tables,	➤ In the text or a		specific texts		
	and diagrams	portion of the text		Assessment Limits:		
	Assessment Limits:		b. Use graphic aids such as	➤ In the text or a		
	In the text or a	b. Use graphic aids such as	illustrations and pictures,	portion of the text		
	portion of the text	illustrations and pictures,	photographs, drawings,			h Amaliana amantika akil ili i
		photographs, drawings,	sketches, cartoons, maps	h Hoo emantila aida avet a	h Anghan araakia sida dhad	b. Analyze graphic aids that
		sketches, cartoons, maps	(key, scale, legend),	b. Use graphic aids such as	b. Analyze graphic aids that	contribute to meaning
	c Use informational side	(key, scale, legend),	graphs, charts/tables,	illustrations and pictures,	contribute to meaning	Assessment Limits:
	c. Use informational aids such as introductions	graphs, charts/tables,	and diagrams, other	photographs, drawings,	Assessment Limits:	➤ In the text or a
		and diagrams, other	graphic aids encountered	sketches, cartoons, maps	> In the text or a	portion of the text
	and overviews, materials	graphic aids encountered	in informational texts	(key, scale, legend),	portion of the text	

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
lists, timelines, captions,	in informational texts	Assessment Limits:	graphs, charts/tables,		
glossed words, labels,	Assessment Limits:	In the text or a	and diagrams, other		
numbered steps,	In the text or a	portion of the text	graphic aids encountered		
pronunciation key,	portion of the text		in informational texts		
transition words, boxed		 c. Use informational aids 	<u>Assessment Limits:</u>		
text	c. Use informational aids	such as introductions	In the text or a		
Assessment Limits:	such as introductions	and overviews, materials	portion of the text		
In the text or a	and overviews, materials	lists, timelines, captions,			 c. Analyze informational
portion of the text	lists, timelines, captions,	glossed words, labels,	c. Use informational aids	c. Analyze informational	aids that contribute to
	glossed words, labels,	numbered steps, bulleted	such as introductions	aids that contribute to	meaning
	numbered steps, bulleted	lists, footnoted words,	and overviews, materials	meaning	Assessment Limits:
	lists, footnoted words,	pronunciation key, and	lists, timelines, captions,	<u>Assessment Limits:</u>	In the text or a
	pronunciation key,	transition words, other	glossed words, labels,	In the text or a	portion of the text
	transition words, boxed	informational aids	numbered steps, bulleted	portion of the text	
d. Use organizational aids	text	encountered in	lists, footnoted words,		
such as titles, chapter	Assessment Limits:	informational texts	pronunciation key,		
titles, headings,	➤ In the text or a	Assessment Limits:	transition words, end		
subheadings, tables of	portion of the text	➤ In the text or a	notes, and works cited,		
contents, numbered		portion of the text	other informational aids		
steps, glossaries,			encountered in		
indices, transition words			informational texts		
Assessment Limits:	d Has annonimational aids	d. Use organizational aids	Assessment Limits:		
> In the text or a	d. Use organizational aids	such as titles, chapter	➤ In the text or a		
portion of the text	such as titles, chapter	titles, headings,	portion of the text		d Analyza arganizational
	titles, headings,	subheadings, tables of contents, numbered	d Use organizational aids	d Analyza arganizational	d. Analyze organizational aids that contribute to
	subheadings, tables of contents, numbered	I	d. Use organizational aids such as titles, chapter	d. Analyze organizational aids that contribute to	
	steps, glossaries,	steps, glossaries, indices, transition words,	titles, headings,	meaning	meaning Assessment Limits:
	indices, transition words	other organizational aids	subheadings, tables of	Assessment Limits:	► In the text or a
	Assessment Limits:	encountered in	contents, numbered	► In the text or a	portion of the text
e. Use online features such	► In the text or a	organizational texts	steps, glossaries,	portion of the text	portion of the text
as URLs, hypertext links,	portion of the text	Assessment Limits:	indices, transition words,	portion of the text	
sidebars, drop down	portion of the text	► In the text or a	other organizational aids		
menus, home pages		portion of the text	encountered in		
Assessment Limits:		portion of the tone	organizational texts		
► In the text or a			Assessment Limits:		
portion of the text			➤ In the text or a		
position and term		e. Use online features such	portion of the text		
	e. Use online features such	as URLs, hypertext links,	'		
	as URLs, hypertext links,	sidebars, drop down			
	sidebars, drop down	menus, home pages, site			e. Analyze online features
f. Identify and explain the	menus, home pages, site	maps, other features	e. Use online features such	e. Analyze online features	that contribute to
contributions of text	maps	characteristic of online	as URLs, hypertext links,	that contribute to	meaning
features to meaning	Assessment Limits:	texts	sidebars, drop down	meaning	<u>Assessment Limits:</u>
Assessment Limits:	In the text or a	<u>Assessment Limits:</u>	menus, home pages, site	Assessment Limits:	➤ In the text or a

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
➤ In the text or a	portion of the text	➤ In the text or a	maps, other features	➤ In the text or a	portion of the text
portion of the text		portion of the text	characteristic of online	portion of the text	
	58. There Ought to be a Law	58. There Ought to be a Law	texts		59. Power of Print; Part B;
			Assessment Limits:	59. Power of Print; Part B;	Enrichment
	f. Identify and explain the	f. Identify and explain the	➤ In the text or a	Enrichment	
	contributions of text	contributions of text	portion of the text		
Develop knowledge of	features to meaning	features to meaning	58. There Ought to be a Law		
organizational structure of	Assessment Limits:	Assessment Limits:	59. Power of Print; Part B;		
informational text to	➤ In the text or a	➤ In the text or a	Enrichment		f. Analyze the relationship
understand what is read	portion of the text	portion of the text	f. Identify and explain the	f. Analyze the relationship	between the text features
a. Identify and analyze the			contributions of text	between the text features	and the content of the
organization of texts			features to support the	and the content of the	text as a whole
such as sequential			main idea of the text	text as a whole	Assessment Limits:
and/or chronological	2 Develop by souledness of	2 Develop and analytic contains	Assessment Limits:	Assessment Limits:	➤ In the text or a
order, main idea and	Develop knowledge of Develop knowledge of	Develop and apply knowledge of organizational attracture of	In the text or a	► In the text or a	portion of the text
supporting details,	organizational structure of	of organizational structure of informational text to	portion of the text	portion of the text	
cause/effect, and	informational text to understand what is read	understand what is read			
problem solution, Assessment Limits:	a. Identify and analyze the				3. Apply knowledge of
► In the text or a	organizational patterns of	a. Identity and analyze the organizational patterns of	3. Develop and apply	3. Apply knowledge of	organizational patterns of
portion of the text	texts such as sequential	texts such as sequential	knowledge of organizational	organizational patterns of	informational text to
portion of the text	and/or chronological	and/or chronological	structure of informational	informational text to	facilitate understanding and
	order,	order, cause/effect,	text to facilitate	facilitate understanding	analysis
	similarities/differences,	problem/solution,	understanding	a. Analyze the	a. Analyze the
	main idea and supporting	similarities/differences,	a. Identify and analyze the	organizational patterns of	organizational patterns of
	details, cause/effect, and	description, main idea	organizational patterns of	texts such as sequential	texts such as common
	problem/solution,	and supporting details	texts such as sequential	and/or chronological	organizational patterns,
	Assessment Limits:	Assessment Limits:	and/or chronological	order, cause/effect,	and transition or signal
b. Identify and use words	► In the text or a	In the text or a portion	order, cause/effect,	problem/solution,	words and phrases that
and phrases associated	portion of the text	of the text	problem/solution,	similarities/differences,	indicate the
with common	,		similarities/differences,	description, main idea	organizational pattern
organizational patterns			description, main idea	and supporting details,	Assessment Limits:
such as words that show			and supporting details,	order of importance, and	In the text or a
chronology (first, second,			and-transition or signal	transition or signal words	portion of the text
third), description (above,			words and phrases that	and phrases that indicate	
beneath, next to, beside);			indicate the	the organizational pattern	
cause and effect	b. Identify and use words	b. Identify and use words	organizational pattern	Assessment Limits:	
(because, as a result);	and phrases associated	and phrases associated	Assessment Limits:	➤ In the text or a	
and sequence (next,	with common	with common	➤ In the text or a	portion of the text	
then, finally)	organizational patterns	organizational patterns	portion of the text		
Assessment Limits:	such as words that show	such as words that show			b. Analyze the contribution
➤ In the text or a	chronology (first, second,	chronology (first, second,	b. Explain how the	b. Analyze the contribution	of the organizational
portion of the text	third), description (above,	third), description (above,	organizational pattern	of the organizational	pattern to clarify or
	beneath, next to, beside);	beneath, next to, beside);	clarifies and reinforces	pattern to clarify or	reinforce meaning and
	cause and effect	cause and effect	meaning and supports	reinforce meaning and	support the author's

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	(because, as a result); and sequence (next, then, finally) Assessment Limits: In the text or a portion of the text	(because, as a result); and sequence (next, then, finally) Assessment Limits: In the text or a portion of the text	the author's/text's purpose <u>Assessment Limits:</u> In the text or a portion of the text	support the author's purpose and/or argument Assessment Limits: In the text or a portion of the text	purpose and/or argument Assessment Limits: In the text or a portion of the text
 4. Determine important ideas and messages in informational texts a. Identify and explain the author's/text's purpose Assessment Limits: Purpose of the 				c. Use organizational structure to locate specific information	c. Analyze shifts in organizational patterns Assessment Limits: Portions of text that illustrate a shift in organizational pattern
author or the text or a portion of the text	4. Determine important ideas and messages in informational texts a. Identify and explain the author's/text's purpose	4. Determine and analyze important ideas and messages in informational texts a. Identify and explain the			d. Use organizational structure to locate specific information 4. Analyze important ideas
 b. Identify and explain the author's opinion Assessment Limits: ➤ In the text or a portion of the text 	Assessment Limits: Purpose of the author or the text or a portion of the text	author's/text's purpose and intended audience Assessment Limits: Purpose of the author or the text or a portion of the text Connections between the text and the intended audience	 4. Determine and analyze important ideas and messages in informational texts a. Identify and explain the author's/text's purpose and intended audience Assessment Limits: Purpose of the author or the text or a portion of the text 	4. Analyze important ideas and messages in informational texts a. Identify and explain the author's/text's purpose and intended audience Assessment Limits: Purpose of the author or the text or a portion of the text Connections	and messages in informational texts a. Analyze the author's/text's purpose and intended audience Assessment Limits: ➤ Purpose of the author or the text or a portion of the text ➤ Connections between the text
c. State and support main ideas and messages Assessment Limits: In the text or a	b. Identify and explain the author's opinion <u>Assessment Limits:</u> In the text or a	b. Identify and explain the author's opinion <u>Assessment Limits:</u> > In the text or a	Connections between the text and the intended audience	between the text and the intended audience	and the intended audience
portion of the text d. Summarize or paraphrase Assessment Limits:	portion of the text c. State and support main	portion of the text c. State and support main	b. Identify and explain the author's opinion Assessment Limits: In the text or a	b. Identify and explain the author's argument, viewpoint, or perspective Assessment Limits:	b. Analyze the author's argument, viewpoint, or perspective Assessment Limits: In the text or a

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
The text or a portion	ideas and messages	ideas and messages	portion of the text	In the text or a	portion of the text
of the text	Assessment Limits:	<u>Assessment Limits:</u>		portion of the text	
	In the text or a	In the text or a		·	
e. Identify and explain	portion of the text	portion of the text			 c. State and support main
information not related to			 c. State and support main 	 c. State and support main 	ideas and messages
the main idea	d. Summarize or	d. Summarize or	ideas and messages	ideas and messages	<u>Assessment Limits:</u>
Assessment Limits:	paraphrase	paraphrase	Assessment Limits:	<u>Assessment Limits:</u>	In the text or a
In the text or a	Assessment Limits:	Assessment Limits:	In the text or a	➤ In the text or a	portion of the text
portion of the text	The text or a portion	The text or a portion	portion of the text	portion of the text	
	of the text	of the text			d. Summarize or
			d. Summarize or	d. Summarize or	paraphrase
f. Identify and explain	e. Identify and explain	e. Identify and explain	paraphrase	paraphrase	Assessment Limits:
relationships between	information not related to	information not related to	Assessment Limits:	Assessment Limits:	The text or a portion
and among ideas such	the main idea	the main idea	> The text or a portion	> The text or a portion	of the text
as comparison/contrast,	Assessment Limits:	Assessment Limits:	of the text	of the text	A 1 1 6 11
cause/effect,	➤ In the text or a	➤ In the text or a	Ideat's and contes	I death and combine	e. Analyze information or
sequence/chronology	portion of the text	portion of the text	e. Identify and explain	e. Identify and explain information or ideas	ideas peripheral to the
Assessment Limits: In the text or a			information not related to the main idea		main idea or message Assessment Limits:
portion of the text	f. Identify and explain	f. Identify and explain	Assessment Limits:	peripheral to the main	Assessment Limits: In the text or a
portion of the text	relationships between	relationships between	Assessment Limits. In the text or a	idea or message Assessment Limits:	portion of the text
	and among ideas such	and among ideas such	portion of the text	► In the text or a	portion of the text
	as comparison/contrast,	as comparison/contrast,	ροιτίστι σι της τεχί	portion of the text	
	cause/effect,	cause/effect,		ροιτίοποι της τεχί	f. Analyze relationships
	sequence/chronology	sequence/chronology	f. Explain relationships	f. Explain relationships	between and among
g. Draw conclusions and	Assessment Limits:	Assessment Limits:	between and among	between and among	ideas
inferences and make	► In the text or a	➤ In the text or a	ideas such as	ideas	Assessment Limits:
generalizations and	portion of the text	portion of the text	comparison/contrast,	Assessment Limits:	➤ In the text or a
predictions from text	> Relationships	> Relationships	cause/effect,	➤ In the text or a	portion of the text
Assessment Limits:	between and among	between and among	sequence/chronology	portion of the text	> Relationships
From the text or a	ideas in one or more	ideas in one or more	Assessment Limits:	➤ Relationships	between and among
portion of the text	texts	texts	➤ In the text or a	between and among	ideas in one text or
·			portion of the text	ideas within a text or	across multiple texts
	g. Draw conclusions and	g. Draw conclusions and	Relationships	across multiple texts	
h. Distinguish between a	inferences and make	inferences and make	between and among		
fact and an opinion	generalizations and	generalizations and	ideas in one or more		
Assessment Limits:	predictions from text	predictions from text	texts		
➤ In a text or a portion	Assessment Limits:	Assessment Limits:			g. Synthesize ideas from
of a text	From one text or a	From one text or a	g. Synthesize ideas from	g. Synthesize ideas from	text
I Idealis I I I I	portion of the text or	portion of the text or	text	text	Assessment Limits:
i. Identify and explain how	across multiple texts	across multiple texts	Assessment Limits:	Assessment Limits:	From one text or a
someone might use the	h Dialis on talk hadana	h Diation and the between	From one text or a	From one text or a	portion of the text or
text	h. Distinguish between a	h. Distinguish between a	portion of the text or	portion of the text or	across multiple texts
Assessment Limits:	fact and an opinion	fact and an opinion	across multiple texts	across multiple texts	
Application of the	<u>Assessment Limits:</u>	<u>Assessment Limits:</u>			

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
text for personal or content-specific use	 In one or more texts or a portion of a text i. Identify and explain how someone might use the text Assessment Limits: Application of the text for personal or 	i. Identify and explain how someone might use the text Assessment Limits: Application of the text for personal or	h. Distinguish between a fact and an opinion Assessment Limits: In one or more texts or a portion of a text 59. Power of Print; Part B	h. Distinguish between a fact and an opinion Assessment Limits: In one or more texts or a portion of a text 59. Power of Print; Part B	h. Explain the implications of the text or how
j. Connect the text to prior knowledge or experience Assessment Limits: Prior knowledge that clarifies, extends, or challenges the ideas or information in the	content-specific use	content-specific use Topics and ideas within a text or across texts that may have implications for readers or contemporary society	i. Explain how someone might use the text Assessment Limits: Application of the text for personal or content-specific use Topics and ideas within a text or across texts that may have implications for readers or	i. Explain how someone might use the text Assessment Limits: Application of the text for personal use or content-specific use Topics and ideas within a text or across texts that may have implications for	someone might use the text Assessment Limits: Application of the text for personal use or content-specific use Issues and ideas within a text or across texts that may have implications for
text or a portion of the text	j. Connect the text to prior knowledge or experience Assessment Limits: Prior knowledge that	 j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> Prior knowledge that 	contemporary society	readers or contemporary society	readers or contemporary society
5. Identify and explain the author's use of language a. Identify and explain specific words or phrases that contribute to the meaning of a text Assessment Limits: Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a	clarifies, extends, or challenges the ideas or information in the text or a portion of the text 5. Identify and explain the author's use of language a. Identify and explain specific words or phrases	clarifies, extends, or challenges the ideas in the text or a portion of the text 5. Identify and explain the author's use of language a. Identify and explain	j. Connect the text to prior knowledge or experience Assessment Limits: Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text	j. Connect the text to prior knowledge or experience Assessment Limits: Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text	 i. Connect the text to prior knowledge or experience Assessment Limits: ➢ Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text
portion of the text Penotations of above-grade-level words in context	that contribute to the meaning of a text Assessment Limits: Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a	specific words or phrases that contribute to the meaning of a text Assessment Limits: Significant words and phrases (e.g. figurative language, idioms, etc.) in the text or a portion of	5. Analyze purposeful use of language a. Analyze specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u>	5. Analyze purposeful use of language a. Analyze specific word choice that contributes to the meaning and/or creates style	 5. Analyze purposeful use of language a. Analyze specific word choice that contributes to the meaning and/or creates style Assessment Limits: ➤ Significant words

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
 b. Identify and explain specific words and punctuation that create tone Assessment Limits: ▶ In the text or a portion of the text 	portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context	the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context	 Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context 	Assessment Limits: Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context	and phrases(e.g., figurative language, idioms, colloquialisms, etc.) in the text or a portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context Discernible styles,
c. Identify and explain the effect of repetition of words or phrases <u>Assessment Limits:</u> ➤ In the text or a portion of the text	b. Identify and explain specific words and punctuation that create tone Assessment Limits: In the text or a portion of the text	b. Identify and explain specific words and punctuation that create tone Assessment Limits: In the text or a portion of the text	b. Analyze specific language choices that create tone Assessment Limits: ➤ In the text or a portion of the text	b. Analyze specific language choices to determine tone Assessment Limits: In the text or a portion of the text	b. Analyze specific language choices to determine tone Assessment Limits: In the text or a portion of the text 59. Power of Print; Part A
6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose Assessment Limits:	c. Identify and explain the effect of repetition of words and phrases Assessment Limits: In the text or a portion of the text	c. Identify and explain the effect of repetition of words and phrases Assessment Limits: In the text or a portion of the text	c. Analyze the effect of	59. Power of Print; Part A	c. Analyze the appropriateness of tone Assessment Limits: In the text or a portion of the text d. Analyze repetition and
 Connections between the content of the text and the purpose for reading Identify and explain additions or changes to format or text features 	6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose Assessment Limits:	6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose Assessment Limits: Connections	repetition of words and phrases on meaning Assessment Limits: In the text or a portion of the text	c. Analyze repetition and variation of specific words and phrases that contribute to meaning Assessment Limits: In the text or a portion of the text	variation of specific words and phrases that contribute to meaning Assessment Limits: In the text or a portion of the text
that would make the text easier to understand	> Connections between the content	Connections between the content	Read critically to evaluate informational text	6. Read critically to evaluate	6. Read critically to evaluate informational text

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Assessment Limits: ➤ In the text or a portion of the text	of the text and the purpose for reading	of the text and the purpose for reading	a. Explain whether the text fulfills the reading purpose	informational text a. Analyze the extent to which the text fulfills the	a. Analyze the extent to which the text or texts fulfill the reading purpose
	b. Identify and explain additions or changes to format or text features that would make the text easier to understand Assessment Limits:	b. Identify and explain additions or changes to format or text features that would make the text easier to understand Assessment Limits:	Assessment Limits: Connections between the content of the text and the purpose for reading	reading purpose Assessment Limits: Connections between the content of the text and the purpose for reading	Assessment Limits: Connections between the content of the text and the purpose for reading
c. Identify and explain what makes the text a reliable source of information	➤ In the text or a portion of the text	➤ In the text or a portion of the text	b. Analyze changes or additions to the structure and text features that would make the text easier to understand Assessment Limits: Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text Connections between	b. Analyze the extent to which the structure and text features clarify the purpose and the information Assessment Limits: Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text Connections	b. Analyze the extent to which the structure and text features clarify the purpose and the information Assessment Limits: Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text Connections between
	c. Identify and explain what makes the text a reliable source of information	c. Identify and explain what makes the text a reliable source of information	effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text	between effectiveness of organizational pattern and clarity of the main idea and/or	effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text
d. Explain whether or not the author's opinion is presented fairly	90. Native Ways d. Explain whether or not	90. Native Ways	c. Analyze the text and its information for reliability Assessment Limits: Connections between the credentials of the author and the information in the text Verification of information included in the text	c. Analyze the text and its information for reliability Assessment Limits: Connections between the credentials of the author and the information in the text Currency of the information in the	c. Analyze the text and its information for reliability Assessment Limits: Connections between the credentials of the author and the information in the text Currency of the information in the text
e. Identify and explain information not included	the author's opinion is presented fairly	d. Explain whether or not the author's opinion is presented fairly	90. Native Ways	text Verification of information included	Verification of information included in the text

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
in the text				in the text	90. Native Ways
	90. Native Ways	90. Native Ways		90. Native Ways	
Assessment Limits: Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text f. Identify and explain words and other techniques that affect the reader's feelings	e. Identify and explain information not included in the text Assessment Limits: Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text 90. Native Ways	e. Identify and explain information not included in the text Assessment Limits: Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text 90. Native Ways	d. Determine and explain whether or not the author's argument or position is presented fairly Assessment Limits: Evidence of opposing points of view 90. Native Ways e. Identify and explain information not included in the text Assessment Limits: Information that would enhance or clarify the reader's understanding of an	d. Analyze the author's argument or position for clarity and/or bias Assessment Limits: Evidence of opposing points of view 90. Native Ways e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint Assessment Limits:	d. Analyze the author's argument or position for clarity and/or bias Assessment Limits: Evidence of opposing points of view 90. Native Ways e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint Assessment Limits: Information that
	f. Identify and explain words and other techniques that affect the reader's feelings Assessment Limits: Significant words and phrases that have an emotional appeal 90. Native Ways	f. Identify and explain words and other techniques the author uses to appeal to emotion Assessment Limits: Significant words and phrases that have an emotional appeal 90. Native Ways	understanding of an idea in the text or a portion of text 90. Native Ways f. Identify and explain language and other techniques intended to persuade the reader Assessment Limits: ➤ Significant words and phrases that have an emotional appeal 59. Power of Print; Part A 90. Native Ways	 ▶ Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text 90. Native Ways f. Analyze language and other techniques intended to persuade the reader Assessment Limits: ▶ Significant words and phrases that have an emotional appeal 59. Power of Print; Part A 90. Native Ways 71. Watch on Wetlands 	would enhance or clarify the reader's understanding of an idea in the text or a portion of text 90. Native Ways f. Analyze the effectiveness of persuasive techniques to sway the reader to a particular point of view Assessment Limits: Significant words and phrases that have an emotional appeal 59. Power of Print; Part A 90. Native Ways 71. Watch on Wetlands g. Analyze the effect of elements of style on

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
0.000			0.000		meaning Assessment Limits: Stylistic elements, (e.g., formal versus informal language, varied sentence structure, or the use of non-sentences)

		Grade 5	Grade 6	Grade 7	Grade 8
sion of Literary Text c comprehension skills by a variety of self-selected igned literary texts including d non-print ten to critically, read, and cuss a variety of literary texts resenting diverse cultures, spectives, ethnicities, and time iods	A. Comprehension of Literary Text 1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods 4. Sounds Around; Part D	A. Comprehension of Literary Text 1. Develop and apply comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods 4. Sounds Around; Part D 18. Tale of the Sun	A. Comprehension of Literary Text 1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods 4. Sounds Around; Part D 18. Tale of the Sun	A. Comprehension of Literary Text 1. Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods 4. Sounds Around; Part D	A. Comprehension of Litera 1. Refine comprehension reading and analyzing self-selected and asself-selected and asself-selecte
ten to critically, read, and cuss a variety of different types iction and nonfiction texts	b. Listen to critically, read, and discuss a variety of literary forms and genres	b. Listen to critically, read, and discuss a variety of literary forms and genres	b. Listen to critically, read, and discuss a variety of literary forms and genres	b. Listen to critically, read, and discuss a variety of literary forms and genres	b. Listen to critically discuss a variety and genres
t features to facilitate randing of literary texts on tify and explain how anizational aids such as the of the book, story, poem, or y, contribute to meaning ment Limits: In the text or a portion of the text	 2. Use text features to facilitate understanding of literary texts a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, contribute to meaning Assessment Limits: In the text or a portion of the text 	 2. Analyze text features to facilitate understanding of literary texts a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning Assessment Limits: In the text or a portion of the text 	 2. Analyze text features to facilitate understanding of literary texts a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning Assessment Limits: In the text or a portion of the text 	 Analyze text features to facilitate understanding of literary texts Analyze text features that contribute to meaning Assessment Limits: In the text or a portion of the text 	2. Analyze and evaluat facilitate and extend of literary texts a. Analyze text feat contribute to mea Assessment Limits: In the text of text
ntify and explain how graphic s such as pictures and strations, punctuation, print cures contribute to meaning ment Limits: In the text or a portion of the text ntify and explain how rmational aids such as	 b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning Assessment Limits: In the text or a portion of the text c. Identify and explain how 	 b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning <u>Assessment Limits:</u> In the text or a portion of the text 	 b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning <u>Assessment Limits:</u>		

·	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
roductions and overviews, terials lists, timelines, captions, ssed words, labels, numbered ps, bulleted lists, footnoted rds, pronunciation keys, nsition words, end notes, works ed, other information aids countered in informational texts ntribute to meaning ment Limits: In the text or a portion of the text ntify and explain how print tures such as large bold print, t size/type, italics, colored print, otation marks, underlining, er print features encountered in ormational texts contribute to aning ment Limits: In the text or a portion of the text	informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning **Assessment Limits:** In the text or a portion of the text	c. Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning Assessment Limits: In the text or a portion of the text d. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning Assessment Limits: In the text or a portion of the	c. Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning Assessment Limits: In the text or a portion of the text d. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning Assessment Limits:	Grade 7	Grade 8
ments of narrative texts to e understanding ntify and distinguish among es of narrative texts such as general categories of fiction sus nonfiction, realistic fiction, tales, legends, fables, fairy es, and biographies ment Limits: Grade-appropriate narrative texts	 3. Use elements of narrative texts to facilitate understanding a. Identify and distinguish among types of narrative texts such as stories, folk tales, realistic fiction, historical fiction, fables, fairy tales, fantasy, and biographies Assessment Limits:	3. Analyze elements of narrative texts to facilitate understanding and interpretation a. Identify and distinguish among types of narrative texts such as short stories, folklore, legends, myths, realistic fiction, science fiction, historical fiction, biographies, autobiographies, personal narratives, plays, and poetry Assessment Limits: Grade-appropriate narrative texts 18. Tale of the Sun	 In the text or a portion of the text Analyze elements of narrative texts to facilitate understanding and interpretation Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, and poetry Assessment Limits:	 3. Analyze elements of narrative texts to facilitate understanding and interpretation a. Distinguish among types of gradeappropriate narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, 	3. Analyze and evaluate narrative texts to faci understanding and ir a. Distinguish amon appropriate narra short stories, folkl fiction, science fic fiction, fantasy, es

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
a story	b. Identify and explain the elements			biographies, autobiographies,	biographies, aut
nent Limits:	of a story			personal narratives, plays, and	personal narrati
Main problem, sequence or	Assessment Limits:	b. Identify and explain the events of		lyric and narrative poetry	lyric and narrativ
chronology of events, and	Main problem, sequence or	the plot	 b. Analyze the events of the plot 	Assessment Limits:	<u>Assessment Limits:</u>
solution to the problem	chronology of events, and	<u>Assessment Limits:</u>	Assessment Limits:	Grade-appropriate narrative	➤ Grade-app
	solution to the problem	Main problem, exposition,	Exposition, rising action,	texts	texts
	4. Sounds Around; Part D	rising action, climax, and	climax, and resolution		
ntify and describe the setting	18. Tale of the Sun	resolution			
the mood		4. Sounds Around; Part D	4. Sounds Around; Part D	b. Analyze the events of the plot	b. Analyze the ever
<u>ment Limits:</u>	 c. Identify and describe the setting 	18. Tale of the Sun	18. Tale of the Sun	<u>Assessment Limits:</u>	<u>Assessment Limits:</u>
Details that create the setting	and the mood			Exposition, rising action,	Exposition,
Details that create the mood	<u>Assessment Limits:</u>			climax, and resolution	climax, and
	Details that create the setting				
	Details that create the mood	 c. Identify and describe the setting 	 c. Analyze details that provide 	4. Sounds Around; Part D	4. Sounds Around; Part D
		and the mood and explain how the	information about the setting, the		
	4. Sounds Around; Part D	setting affects the characters and	mood created by the setting, and		
	18. Tale of the Sun	the mood	ways in which the setting affects		
		Assessment Limits:	characters	 c. Analyze details that provide 	
		Details that create the setting	Assessment Limits:	information about the setting, the	c. Analyze details t
		and/or mood in the text or a	Details the create the setting	mood created by the setting, and	information abou
		portion of the text	and/or mood in the text or a	ways in which the setting affects	mood created by
		Connections among the	portion of the text	characters	the role the setting
		characters, the setting, and	Connections among the	Assessment Limits:	Assessment Limits:
		the mood in the text or a	characters, the setting, and	Details the create the setting	Details the
		portion of the text	the mood in the text or a	and/or mood in the text or a	and/or moo
ntify and analyze the			portion of the text	portion of the text	portion of th
aracters		4. Sounds Around; Part D		Connections among the	Connection
<u>nent Limits:</u>		18. Tale of the Sun	4. Sounds Around; Part D	characters, the setting, and	characters,
Character's traits based on			18. Tale of the Sun	the mood in the text or a	the mood in
what character says, does,	 d. Identify and analyze the 			portion of the text	portion of th
and thinks and what other	characters				Connection
characters or the narrator	Assessment Limits:				and theme
says	Character's traits based on	d. Analyze characterization	d. Analyze characterization	4. Sounds Around; Part D	4. Sounds Around; Part D
Character's motivations	what character says, does,	Assessment Limits:	Assessment Limits:		
Character's personal growth	and thinks and what other	Character's traits based on	Character's traits based on		
and development	characters or the narrator	what character says, does,	what character says, does,		
	says	and thinks and what other	and thinks and what other	d. Analyze characterization	d. Analyze characte
ntify and explain relationships	Character's motivations	characters or the narrator	characters or the narrator	Assessment Limits:	Assessment Limits:
ween and among characters,	Character's personal growth	says	says	Character's traits based on	➤ Character's
ting, and events	and development	Character's motivations	Character's motivations	what character says, does,	what charac
<u>ment Limits:</u>	4. Sounds Around; Part D	Character's personal growth	Character's personal growth	and thinks and what other	and thinks a
In the text or a portion of the	18. Tale of the Sun	and development	and development	characters or the narrator	characters
text or across multiple texts		4. Sounds Around; Part D	4. Sounds Around; Part D	says	says
1	e. Identify and explain relationships	18. Tale of the Sun	18. Tale of the Sun	Character's motivations	Character's
<u> </u>	between and among characters,			Character's personal growth	Character's

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	setting, and events			and development	and develop
	Assessment Limits:	e. Identify and explain relationships	e. Analyze relationships between	4. Sounds Around; Part D	4. Sounds Around; Part D
	In the text or a portion of the	between and among characters,	and among characters, setting,		
	text or across multiple texts	setting, and events	and events		
	4. Sounds Around; Part D	<u>Assessment Limits:</u>	Assessment Limits:		
	18. Tale of the Sun	In the text or a portion of the	In the text or a portion of the	e. Analyze relationships between and	e. Analyze relations
		text or across multiple texts	text or across multiple texts	among characters, setting, and	among characters
	f. Identify and explain how the	4. Sounds Around; Part D	4. Sounds Around; Part D	events	events
	actions of the character(s) affect	18. Tale of the Sun	18. Tale of the Sun	Assessment Limits:	Assessment Limits:
	the plot			In the text or a portion of the	➤ In the text of
	Assessment Limits:	f. Identify and explain how the	f. Identify and explain how the	text or across multiple texts	text or acros
	In the text or a portion of the	actions of the character(s) affect	actions of the character(s) affect	4. Sounds Around; Part D	4. Sounds Around; Part D
	text or across multiple texts	the plot	the plot		
		Assessment Limits:	Assessment Limits:		
	4. Sounds Around; Part D	In the text or a portion of the	In the text or a portion of the	f. Analyze the actions of the	f. Analyze the actio
		text or across multiple texts	text or across multiple texts	characters that serve to advance	characters that se
		4. Sounds Around; Part D		the plot	the plot
			4. Sounds Around; Part D	Assessment Limits:	Assessment Limits:
				In the text or a portion of the text or	➤ In the text of
				across multiple texts	text or acros
			g. Analyze internal and/or external	4. Sounds Around; Part D	
			conflicts that motivate characters		4. Sounds Around; Part D
			and those that advance the plot		
			Assessment Limits:		
			In the text or a portion of the		g. Analyze internal a
			text	g. Analyze internal and/or external	conflicts that mot
ntify and describe the narrator				conflicts that motivate characters	and those that ad
<u>ment Limits:</u>			 h. Identify and explain the author's 	and those that advance the plot	Assessment Limits:
Conclusions about the			approach to issues of time in a	Assessment Limits:	➤ In the text of
narrator based on his or her			narrative	In the text or a portion of the	text
thoughts and/or observations			Assessment Limits:	text	
			Flashback		h. Analyze the author
				h. Analyze the author's approach to	issues of time in a
				issues of time in a narrative	Assessment Limits:
	g. Identify and describe the narrator		 i. Identify and explain the point of 	Assessment Limits:	Flashback
	Assessment Limits:		view	Flashback	Foreshadow
	Conclusions about the	g. Identify and describe the narrator	Assessment Limits:	Foreshadowing	
	narrator based on his or her	Assessment Limits:	Connections between point		
	thoughts and/or observations	Conclusions about the	of view and meaning		i. Analyze the point
		narrator based on his or her	Conclusions about the	i. Analyze the point of view	effect on meaning
		thoughts and/or observations	narrator based on his or her	Assessment Limits:	Assessment Limits:
			thoughts and/or observations	Connections between the	> Connections
				point of view and meaning	view and me
				Conclusions about the	> Conclusions
				narrator based on his/her	narrator bas

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
				thoughts and/or observations	thoughts ar
ments of poetry to facilitate anding e structural features such as icture and form including lines stanzas, shape, refrain, irus, and rhyme scheme to ntify poetry as a literary form				 j. Analyze the interactions among narrative elements and their contribution to meaning Assessment Limits: Connections among narrative elements and meaning 	j. Analyze the internarrative elemer contribution to m <u>Assessment Limits:</u> ➤ Connection elements an
ntify and explain the meaning vords, lines, and stanzas nent Limits: Literal versus figurative meaning	4. Use elements of poetry to facilitate understanding a. Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, rhyme scheme, and types of poems such as haiku, diamonte, etc., to identify poetry as a literary form and distinguish among types of poems	4. Analyze elements of poetry to facilitate understanding and interpretation a. Use structural features to identify poetry as a literary form and distinguish among types of poems such as haiku, form/shape poetry, etc.	4. Analyze elements of poetry to facilitate understanding and interpretation a. Use structural features to distinguish among types of poems such as haiku, form/shape poetry, cinquain, etc.	4. Analyze elements of poetry to facilitate understanding and interpretation a. Use structural features to distinguish among types of poetry such as ballad, narrative, lyric	4. Analyze and evaluat poetry to facilitate u and interpretation a. Use structural fe distinguish amor such as ballad, r elegy, etc.
ntify and explain sound ments of poetry <u>nent Limits:</u> Rhyme, rhyme scheme Alliteration and other repetition	 b. Identify and explain the meaning of words, lines, and stanzas Assessment Limits: Literal versus figurative meaning c. Identify and explain sound elements of poetry 	 b. Identify and explain the meaning of words, lines, and stanzas Assessment Limits: ▶ Literal versus figurative meaning 	 b. Identify and explain the meaning of words, lines, and stanzas Assessment Limits: Literal versus figurative meaning 	 b. Analyze language and structural features to determine meaning Assessment Limits: 	b. Analyze languag features to deter <u>Assessment Limits:</u> ➤ Literal vers
ntify and explain other poetic ments such as setting, mood, e, etc., that contribute to aning ment Limits: Elements of gradeappropriate lyric and narrative poems that contribute to meaning	Assessment Limits: Rhyme, rhyme scheme Alliteration and other repetition d. Identify and explain other poetic elements such as setting, mood,	c. Identify and explain sound elements of poetry <u>Assessment Limits:</u> > Rhyme, rhyme scheme > Alliteration and other repetition > Onomatopoeia	c. Identify and explain how sound elements of poetry contribute to meaning Assessment Limits: Rhyme, rhyme scheme Alliteration and other repetition Onomatopoeia	 Literal versus figurative meaning c. Analyze sound elements of poetry that contribute to meaning Assessment Limits: Rhyme, rhyme scheme Alliteration and other repetition 	c. Analyze sound enter that contribute to Assessment Limits: Rhyme, rhy Alliteration repetition Onomatopo

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ments of drama to facilitate tanding e structural features to identify lay as a literary form	tone, etc., that contribute to meaning Assessment Limits: Elements of grade-appropriate lyric and narrative poems that contribute to meaning	d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning Assessment Limits: Elements of gradeappropriate lyric and narrative poems that contribute to meaning	d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning Assessment Limits: Elements of gradeappropriate lyric and narrative poems that contribute to meaning	d. Analyze other poetic elements such as setting, mood, tone, etc., that contribute to meaning Assessment Limits: Elements of gradeappropriate lyric and narrative poems that contribute to meaning	d. Analyze other posuch as setting, that contribute to Assessment Limits: Blements on appropriate
ntify and explain the action of a ene <u>ment Limits:</u> Literal versus interpretive meaning	Use elements of drama to facilitate understanding a. Use structural features to identify a play as a literary form	 Analyze elements of drama to facilitate understanding Use structural features to identify 	Analyze elements of drama to facilitate understanding a. Use structural features to distinguish among types of plays	 Analyze elements of drama to facilitate understanding and 	 Analyze and evaluat drama to facilitate u and interpretation
ntify and explain stage ections that help to create aracter and movement	 b. Identify and explain the action of a scene Assessment Limits: Literal versus interpretive meaning 	a play as a literary form and distinguish among types of plays b. Identify and explain the action of a scene Assessment Limits: Literal versus interpretive meaning	 b. Identify and explain the action of scenes and acts <u>Assessment Limits:</u> <u>Literal versus interpretive meaning</u> 	 interpretation a. Use structural features to distinguish among types of plays b. Analyze the action of individual scenes and acts and their relationship to the plot 	 a. Use structural fe distinguish amor b. Analyze structura drama that contremate in the contre
ntify and explain stage ections and dialogue that help create character ment Limits: In the text or a portion of the text	 c. Identify and explain stage directions that help to create character and movement d. Identify and explain stage directions and dialogue that help 	c. Identify and explain how stage directions create character and movement	c. Identify and explain how stage directions create character movement	Assessment Limits: Literal versus interpretive meaning c. Analyze how stage directions affect dialogue, characters, and plot Assessment Limits:	c. Analyze how dia directions work to characters and p Assessment Limits: In the text of text
ine important ideas and jes in literary texts ntify and explain main ideas d universal themes ment Limits: Main ideas of the text or a	to create character Assessment Limits: In the text or a portion of the text	 d. Identify and explain stage directions and dialogue that help to create character Assessment Limits: In the text or a portion of the text 	 d. Identify and explain stage directions and dialogue that help to create character Assessment Limits: In the text or a portion of the text 	➤ In the text or a portion of the text	

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
portion of the text Message, moral, or lesson learned from the text ntify and explain a similar idea theme in more than one text ment Limits: Messages, morals, or lessons learned across texts	6. Determine important ideas and messages in literary texts a. Identify and explain main ideas and universal themes Assessment Limits: Main ideas of the text or a portion of the text Message, moral, or lesson learned from the text 18. Tale of the Sun	 6. Determine important ideas and messages in literary texts a. Identify and explain main ideas and universal themes Assessment Limits: Main ideas of the text or a portion of the text Message, moral, or lesson learned from the text 	 6. Determine important ideas and messages in literary texts a. Analyze main ideas and universal themes Assessment Limits: Of the text or a portion of the text Experiences, emotions, issues, and ideas in a text that give rise to universal themes 	 6. Analyze important ideas and messages in literary texts a. Analyze main ideas and universal themes Assessment Limits: Of the text or a portion of the text Experiences, emotions, issues, and ideas in a text 	6. Analyze and interpresideas and messages a. Analyze main identhemes Assessment Limits: Of the text of text Experience issues, and that give ris themes
tell the text	 b. Identify and explain a similar theme in more than one text Assessment Limits: Messages, morals, or lessons learned across texts 	18. Tale of the Sunb. Identify and explain similar	 Message, moral, or lesson learned from the text 18. Tale of the Sun 	that give rise to universal themes	b. Analyze similar tl
mmarize <u>ment Limits:</u> The text or a portion of the text	c. Paraphrase Assessment Limits: The text or a portion of the text 4. Sounds Around; Part D 18. Tale of the Sun	themes across multiple texts Assessment Limits: Messages, morals, or lessons learned across texts c. Paraphrase Assessment Limits:	 b. Analyze similar themes across multiple texts Assessment Limits: Experiences, emotions, issues, and ideas across texts that give rise to universal themes 	 b. Analyze similar themes across multiple texts Assessment Limits: ➤ Experiences, emotions, issues, and ideas across texts that give rise to universal themes 	multiple texts <u>Assessment Limits:</u> ➤ Experiences issues, and that give ris themes c. Summarize or pa
ntify and explain personal nections to the text <u>nent Limits:</u> Connections between	d. Summarize Assessment Limits: The text or a portion of the text	The text or a portion of the text 4. Sounds Around; Part D 18. Tale of the Sun	c. Paraphrase Assessment Limits: The text or a portion of the text 4. Sounds Around; Part D 18. Tale of the Sun	c. Summarize or paraphrase Assessment Limits: The text or a portion of the text 4. Sounds Around; Part D	Assessment Limits: The text or a text 4. Sounds Around; Part D
personal experiences and the theme or main ideas	4. Sounds Around; Part D 18. Tale of the Sun e. Identify and explain personal	d. Summarize Assessment Limits: The text or a portion of the text 4. Sounds Around; Part D 18. Tale of the Sun	d. Summarize Assessment Limits: The text or a portion of the text 4. Sounds Around; Part D 18. Tale of the Sun	d. Reflect on and explain personal connections to the text <u>Assessment Limits:</u> ➤ Connections between personal experiences and the theme or main ideas 4. Sounds Around: Part D	d. Reflect on and exconnections to the Assessment Limits: ➤ Connections personal extheme or many the Assessment Limits: ➤ Connections personal extheme or many them are many them.

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
rand describe the author's anguage ntify and explain how use of dialogue ntributes to a story	connections to the text Assessment Limits: Connections between personal experiences and the theme or main ideas 4. Sounds Around; Part D 18. Tale of the Sun	e. Identify and explain personal connections to the text Assessment Limits: Connections between personal experiences and the theme or main ideas 4. Sounds Around; Part D 18. Tale of the Sun	e. Identify and explain personal connections to the text Assessment Limits: Connections between personal experiences and the theme or main ideas 4. Sounds Around; Part D 18. Tale of the Sun	e. Explain the implications of the text for the reader and/or society Assessment Limits: Ideas and issues of a text that may have implications for the reader	e. Explain the implifor the reader an <u>Assessment Limits:</u> Ideas and is may have in reader
ntify and explain specific words of phrases that contribute to aning ment Limits: Significant words and phrases with a specific effect on meaning Denotations of above-gradelevel words used in context ntify and explain words and actuation that create tone ment Limits: In the text or a portion of the	 7. Identify and describe the author's use of language a. Identify and explain how the use of dialogue contributes to a story 4. Sounds Around; Part D 18. Tale of the Sun b. Identify and explain specific words and phrases that contribute to meaning 	 f. Explain the implications of the text for the reader and/or society Assessment Limits: Ideas and issues of a text that may have implications for the reader 7. Identify and describe the author's use of language a. Identify and explain how the use of dialogue contributes to a story 18. Tale of the Sun b. Identify and explain specific words and phrases that contribute to 	f. Explain the implications of the text for the reader and/or society Assessment Limits: Ideas and issues of a text that may have implications for the reader 7. Analyze the author's purposeful use of language a. Analyze specific words and phrases that contribute to meaning Assessment Limits: Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning Denotations of above-grade-level words used in context Connotations of grade-appropriate words and phrases in context b. Analyze words and phrases that create tone Assessment Limits: In the text or a portion of the text	 7. Analyze the author's purposeful use of language a. Analyze how specific language choices contribute to meaning Assessment Limits: Significant words (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning Denotations of above-gradelevel words used in context Connotations of gradeappropriate words and phrases in context b. Analyze language choices that create tone Assessment Limits: In the text or a portion of the text 	7. Analyze and evaluate purposeful use of late a. Analyze and evaluate and an analyze and evaluate and an analyze and evaluating and assessment Limits: > Significant and idioms, collowith a specime aning appropriate appropriate appropriate appropriate phrases in a choices that create and analyze and evaluations and evaluations appropriate

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
tify and explain figurative uage ent Limits: Simile Personification Onomatopoeia	Assessment Limits: Significant words and phrases with a specific effect on meaning Denotations of above-grade-level words used in context	meaning Assessment Limits: Significant words and phrases with a specific effect on meaning Denotations of above-grade-level words used in context Connotations of grade-appropriate words and phrases in context		c. Analyze figurative language that	c. Analyze the ap particular tone <u>Assessment Limits.</u> ➤ Connecti
ntify and explain language that eals to the senses and ings eent Limits: Specific words and phrases	c. Identify and explain words and punctuation that create tone <u>Assessment Limits:</u> In the text or a portion of the text	c. Identify and explain words and phrases that create tone <u>Assessment Limits:</u> In the text or a portion of the text	c. Identify and explain figurative language that contributes to meaning <u>Assessment Limits:</u> In the text or a portion of the	contributes to meaning and/or creates style Assessment Limits: In the text or a portion of the text	and other d. Analyze and e language that meaning and/o Assessment Limits: In the tex
in the text or a portion of the text httify and explain repetition and ggeration hent Limits: In the text or a portion of the text	d. Identify and explain figurative language <u>Assessment Limits:</u> ➤ Similes ➤ Metaphors ➤ Personification ➤ Onomatopoeia	 d. Identify and explain figurative language that contributes to meaning <u>Assessment Limits:</u> ➤ In the text or a portion of the text 	d. Analyze how sensory language contributes to meaning Assessment Limits: Specific words and phrases in the text or a portion of the text	 d. Analyze imagery that contributes to meaning and/or creates style Assessment Limits: Specific words and phrases in the text or a portion of the text e. Analyze elements of style and their contribution to meaning Assessment Limits: Common elements of style, 	e. Analyze image to meaning an Assessment Limits. Specific withat creat contribute or a portic
tically to evaluate literary itify and explain the evability of the characters'	 e. Identify and explain language that appeals to the senses and feelings Assessment Limits: Specific words and phrases in the text or a portion of the text 	 e. Identify and explain language that appeals to the senses and feelings Assessment Limits: Specific words and phrases in the text or a portion of the text 	e. Analyze how repetition and exaggeration contribute to meaning Assessment Limits: In the text or a portion of the text	such as, repetition, hyperbole, and rhetorical questions	f. Analyze element contribution to Assessment Limits. Such as read and rheto.
tify and explain questions left ent Limits: In the text or a portion of the text tify and explain questions left enswered by the text ent Limits:	f. Identify and explain repetition and exaggeration <u>Assessment Limits:</u> In the text or a portion of the text	f. Identify and explain how repetition and exaggeration contribute to meaning Assessment Limits: In the text or a portion of the text		8. Read critically to evaluate literary texts a. Analyze the plausibility of the plot	8. Read critically to extexts a. Analyze and explausibility of the credibility of the Assessment Limits: In the text

Grade	3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. W	riting	A. Writing	A. Writing	A. Writing	A. Writing	A. Writing
1.	Compose texts using the	Compose texts using the	 Compose texts using the 	 Compose texts using the 	 Compose texts using the 	 Compose texts using the
	prewriting and drafting	prewriting and drafting	prewriting and drafting	prewriting and drafting	prewriting and drafting	prewriting and drafting
	strategies of effective	strategies of effective	strategies of effective	strategies of effective	strategies of effective	strategies of effective
	writers and speakers	writers and speakers	writers and speakers	writers and speakers	writers and speakers	writers and speakers
	 Generate topics based 	a. Generate and select	a. Generate, select, and	 a. Use a variety of self- 	a. Use a variety of self-	a. Use a variety of self-
	on discussion of common	topics using techniques,	narrow topics, collectively	selected prewriting	selected prewriting	selected prewriting
	experiences using	such as, graphic	and independently, using	strategies to generate,	strategies to generate,	strategies to generate,
	techniques, such as,	organizers, journal	graphic organizers, prior	select, narrow, and	select, narrow, and	select, narrow, and
	graphic organizers,	writing, free writing,	writing, and/or prior	develop ideas	develop ideas	develop ideas
	journal writing, listing,	listing, webbing, and	experiences	 Evaluate topics for 	Evaluate topics for	Evaluate topics for
	webbing, and discussion	discussion of prior		personal relevance,	personal relevance,	personal relevance,
	of prior experiences	experiences		scope, and	scope, and	scope, and
				feasibility Begin a coherent	feasibility • Begin a coherent	feasibility • Begin a coherent
				 Begin a conerent plan for developing 	plan for developing	plan for developing
		4. Sounds Around; Part D		ideas	ideas	ideas
		8. The Forest of S.T. Shrew;	4. Sounds Around; Part D	 Explore and 	Explore and	Explore and
		Enrichment	8. The Forest of S.T. Shrew;	evaluate relevant	evaluate relevant	evaluate relevant
		18. Tale of the Sun; Enrichment	Enrichment	sources of	sources of	sources of
		44. Water Wonders; Part A	17. People of the Forest; PartA,	information	information	information
		49. Tropical Treehouse; Part A	Enrichment			
		62. To Be a Tree; Enrichment	18. Tale of the Sun; Enrichment			
			26. Dynamic Duos; Enrichment			
			44. Water Wonders; Part A	4. Sounds Around; Part D	4. Sounds Around; Part D	4. Sounds Around; Part D
			49. Tropical Treehouse; Part A	8. The Forest of S.T. Shrew;	17. People of the Forest; PartA,	17. People of the Forest; PartA,
			60. Publicize It!	Enrichment	Enrichment	Enrichment
				People of the Forest; PartA,	26. Dynamic Duos; Enrichment	26. Dynamic Duos; Enrichment
				Enrichment	33. Forest Consequences;	33. Forest Consequences;
				18. Tale of the Sun; Enrichment	Enrichment	Enrichment
				26. Dynamic Duos; Enrichment	44. Water Wonders; Part A	44. Water Wonders; Part A
				33. Forest Consequences;	59. Power of Print; Part B	59. Power of Print; Part B
				Enrichment	60. Publicize It!	60. Publicize It!
				44. Water Wonders; Part A		
				49. Tropical Treehouse; Part A		
				59. Power of Print; Part B		
				60. Publicize It!		
b. Pla	n and organize ideas for writing					
	g an appropriate organizational					
structu	re, such as, chronological or					
	ntial order, comparison and					
contra						
	Complete an idea					

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
by providing topic, support, and concluding sentences 2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade a. Compose to express personal ideas to develop fluency using a variety of forms, such as, journals, narratives, letters, reports, and paragraphs	b. Plan and organize ideas for writing by using an appropriate organizational structure, such as, chronological or sequential order, comparison and contrast, cause and effect • Complete an idea by providing topic, support, and concluding sentences 4. Sounds Around; Part D 7. Habitat Pen Pals 7. Habitat Pen Pals; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 18. Tale of the Sun; Enrichment 14. Water Wonders; Part A 19. Tropical Treehouse; Part A 19. Tropical Treehouse; Part A 19. To Be a Tree; Enrichment	b. Select and use appropriate organizational structures, such as, narrative, chronological or sequential order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, cause and effect • Complete an idea by providing topic, support, and concluding sentences 4. Sounds Around; Part D 7. Habitat Pen Pals 7. Habitat Pen Pals; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; PartA, Enrichment 18. Tale of the Sun; Enrichment 14. Water Wonders; Part A 49. Tropical Treehouse; Part A 60. Publicize It!	b. Select, organize, and develop ideas appropriate to topic, audience, and purpose • Organize information logically • Use effective organizational structures • Select or eliminate information as appropriate • Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 4. Sounds Around; Part D 7. Habitat Pen Pals 7. Habitat Pen Pals; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; PartA, Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 19. Propical Treehouse; Part A 19. Tropical Treehouse; Part A 19. Power of Print; Part B	b. Select, organize, and develop ideas appropriate to topic, audience, and purpose • Organize information logically • Use techniques, such as, graphic organizers and signal words to complete and clarify organizational structures • Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 4. Sounds Around; Part D 17. People of the Forest; PartA, Enrichment 33. Forest Consequences; Enrichment 44. Water Wonders; Part A 59. Power of Print; Part B 60. Publicize It!	b. Select, organize, and develop ideas appropriate to topic, audience, and purpose • Organize information logically • Use techniques, such as, graphic organizers and signal words to complete and clarify organizational structures • Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 4. Sounds Around; Part D 17. People of the Forest; PartA, Enrichment 33. Forest Consequences; Enrichment 44. Water Wonders; Part A 59. Power of Print; Part B 60. Publicize It!

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			60. Publicize It!		
b. Describe in prose and poetry by using sensory details and vivid language with active					
verbs and colorful adjectives	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade Compose to express personal ideas to	Compose oral, written, and visual presentations that		Compose oral, written, and visual presentations that express personal ideas, inform, and persuade a. Compose to express	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade Compose to express personal ideas by
c. Compose to inform using summary and selection of major points and examples to support a main idea	develop fluency using a variety of forms suited to topic, audience, and purpose	express personal ideas, inform, and persuade a. Compose to express personal ideas by experimenting with a variety of forms and	Compose oral, written, and	personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to	experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style,
	 4. Sounds Around; Part D 5. Poet-Tree; Part A, variation, Enrichment 7. Habitat pen Pals 7. Habitat Pen pals,; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 	techniques suited to topic, audience, and purpose 4. Sounds Around; Part D 17. People of the Forest; Part A, Enrichment 18. Tale of the Sun; Enrichment	visual presentations that express personal ideas, inform, and persuade a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to	develop a personal style and a clear, intentional, and consistent voice and tone 4. Sounds Around; Part D 17. People of the Forest; Part A, Enrichment 71. Watch on Wetlands	a distinctive voice, and a deliberate tone 4. Sounds Around; Part D 17. People of the Forest; Part A, Enrichment 71. Watch on Wetlands 90. Native Ways
 d. Compose to persuade using significant reasons and relevant support Agree or disagree 	18. Tale of the Sun; Enrichment 49. Tropical Treehouse; Part A 61. The Closer You Look; Enrichment	49. Tropical Treehouse; Part A 61. The Closer You Look; Enrichment 90. Native Ways	topic, audience, and purpose to develop an awareness of voice and tone	90. Native Waysb. Describe in prose and/or poetic forms to clarify,	b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on
with an idea and generate convincing reasons with relevant support	62. To Be a Tree; Enrichment 90. Native Ways	h. Described and a V	4. Sounds Around; Part D 17. People of the Forest; Part A, Enrichment	extend, or elaborate on ideas by using evocative language and appropriate	ideas by using evocative language and appropriate organizational structure
Consider effective forms	b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives	b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery and figurative language	18. Tale of the Sun; Enrichment 49. Tropical Treehouse; Part A 61. The Closer You Look; Enrichment 90. Native Ways b. Describe in prose and/or	organizational structure to create a dominant impression 4. Sounds Around; Part D 5. Poet-Tree; Part A, variation, Enrichment 17. People of the Forest; Part A, Enrichment	to create a dominant impression 4. Sounds Around; Part D 5. Poet-Tree; Part A, variation, Enrichment 17. People of the Forest; Part A, Enrichment 71. Watch on Wetlands
	4. Sounds Around; Part D	4. Sounds Around; Part D 5. Poet-Tree; Part A, variation,	poetic forms to clarify, extend, or elaborate on	71. Watch on Wetlands 90. Native Ways	90. Native Ways

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
e. Use writing-to-learn strategies such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and "think-aloud's on paper" to connect ideas and	18. Tale of the Sun; Enrichment 17. People of the Forest; Part A, Enrichment 61. The Closer You Look; Enrichment 90. Native Ways c. Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea 7. Habitat pen Pals 7. Habitat Pen pals,; variation 8. The Forest of S.T. Shrew;	Enrichment 7. Habitat pen Pals 7. Habitat Pen pals,; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A, Enrichment 18. Tale of the Sun; Enrichment 61. The Closer You Look; Enrichment 90. Native Ways c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph	ideas by using vivid language such as imagery, figurative language, and sound elements 4. Sounds Around; Part D 5. Poet-Tree; Part A, variation, Enrichment 7. Habitat pen Pals 7. Habitat Pen pals,; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A, Enrichment 18. Tale of the Sun; Enrichment 61. The Closer You Look; Enrichment 90. Native Ways	c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs 54. I'd Like to Visit a Place Where; Part B 59. Power of Print; Part B 60. Poblicize It! 71. Watch on Wetlands 90. Native Ways	c. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective 54. I'd Like to Visit a Place Where; Part B 59. Power of Print; Part B 60. Poblicize It! 71. Watch on Wetlands 90. Native Ways
thinking about lesson content f. Manage time and process when writing for a given purpose 3. Compose texts using the revising and editing strategies of effective writers and speakers a. Revise texts for clarity, completeness, and	Enrichment 9. Planet Diversity; Enrichment 49. Tropical Treehouse; Part A 54. I'd Like to Visit a Place Where; Part B 90. Native Ways d. Compose to persuade using significant reasons	7. Habitat pen Pals 7. Habitat Pen pals,; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 49. Tropical Treehouse; Part A 54. I'd Like to Visit a Place Where; Part B 60. Poblicize It! 90. Native Ways	c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph 7. Habitat pen Pals 7. Habitat Pen pals,; variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 49. Tropical Treehouse; Part A 54. I'd Like to Visit a Place Where; Part B	d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies • Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust • Organize ideas to construct a logical progression	d. Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies • Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust • Organize ideas to construct a logical progression
effectiveness • Eliminate words and ideas that do not support the main idea • Clarify meaning by rearranging words within a sentence • Clarify meaning by rearranging sentences within a	and relevant support • Agree or disagree with an idea and generate convincing reasons with relevant support • Consider effective forms and word choice	 d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea Take a position and generate convincing 	59. Power of Print; Part B 60. Poblicize It! 90. Native Ways	 Use diction and syntax that is sincere, honest, and trustworthy Use connotation, repetition, parallelism, and figurative language to control audience emotion and reaction 	 Use diction and syntax that is sincere, honest, and trustworthy Use connotation, repetition, and figurative language to control audience emotion and reaction Use authoritative

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
text for a clear beginning, middle, and end		reasons to support it Consider the effectiveness of form, diction, audience appeal, and organization	 d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies Support, modify, or disagree with a position and 	 Use authoritative citations when effective and document appropriately 33. Forest Consequences; Enrichment 59. Power of Print; Part B 71. Watch on Wetlands 	citations when effective and document appropriately 33. Forest Consequences; Enrichment 59. Power of Print; Part B 71. Watch on Wetlands
	e. Use writing-to-learn strategies such as diagrams, flow charts, freewriting, learning logs, and "think-aloud's on		generate convincing evidence to support it Consider the effectiveness of diction, audience appeal, and organization Use connotation, repetition, and figurative language to control audience emotion and reaction	e. Use writing-to-learn strategies such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas f. Manage time and process when writing for a given purpose	e. Use writing-to-learn strategies such as reflective journals, metacognitive writings, and projections based on reflections to analyze and synthesize thinking and learning f. Manage time and process when writing for a given purpose
b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling Self edit	paper" to connect ideas and thinking about lesson content f. Manage time and process when writing for a given purpose	e. Use writing-to-learn strategies such as learning logs, dialogue journals, and quickwrites to connect ideas and thinking about lesson content	 Use authoritative citations 33. Forest Consequences; Enrichment 59. Power of Print; Part B 	 Watch on Wetlands Compose texts using the revising and editing strategies of effective writers and speakers Revise texts for clarity, 	3. Compose texts using the revising and editing strategies of effective writers and speakers
Peer editDictionary	3. Compose texts using the revising and editing strategies of effective writers and speakers a. Revise texts for clarity, completeness, and	f. Manage time and process when writing for a given purpose	e. Use writing-to-learn strategies such as dialect journals, quickwrites, and mindmaps to make connections between	completeness, and effectiveness • Eliminate redundant and irrelevant words and ideas • Clarify meaning through the	a. Revise texts for clarity, completeness, and effectiveness • Eliminate redundant and irrelevant words and ideas • Clarify meaning
c. Prepare the final product for presentation to an audience	effectiveness • Eliminate words and ideas that do not support the main idea • Clarify meaning by	 Compose texts using the revising and editing strategies of effective writers and speakers a. Revise texts for clarity, completeness, and 	learining and prior knowledge f. Manage time and process when writing for	placement of antecedents, modifiers, connectors, and transitional devices Clarify the	through the placement of antecedents, modifiers, connectors, and transitional devices

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
4. Identify how language choices in writing and speaking affect thoughts and feelings a. Select words appropriate for audience, situation, or purpose b. Acquire and use new vocabulary	adding modifiers and sensory words within a sentence • Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end • Provide sentence variety and length by combining sentences and correcting rambling sentences 4. Sounds Around; Part D 8. The Forest of S.T. Shrew; Enrichment 18. Tale of the Sun; Enrichment 44. Water Wonders; Part A 49. Tropical Treehouse; Part A 62. To Be a Tree; Enrichment	effectiveness • Eliminate words and ideas that do not support the main idea • Clarify meaning by rearranging words within a sentence • Clarify meaning by rearranging sentences within a text • Provide sentence variety and length by combining sentences and correcting rambling sentences 4. Sounds Around; Part D 8. The Forest of S.T. Shrew; Enrichment 17. People of the Forest; Part A, Enrichment 18. Tale of the Sun; Enrichment 44. Water Wonders; Part A 49. Tropical Treehouse; Part A 60. Poblucize It!	a given purpose 3. Compose texts using the revising and editing strategies of effective writers and speakers a. Revise texts for clarity, completeness, and effectiveness • Eliminate redundant and irrelevant words and ideas • Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices • Coordinate equal ideas within a sentence • Subordinate less important ideas with a sentence using phrases and clauses	relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced • Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood • Vary sentence types and lengths to clarify and extend meaning and to develop style 4. Sounds Around; Part D 17. People of the Forest; Part A, Enrichment 44. Water Wonders; Part A 49. Tropical Treehouse; Part A 59. Power of Print; Part B 60. Poblucize It!	 Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood Vary sentence types and lengths to clarify and extend meaning, to demonstrate style, and to sustain audience interest 4.Sounds Around; Part D People of the Forest; Part A, Enrichment Water Wonders; Part A Tropical Treehouse; Part A Power of Print; Part B Poblucize It!
c. Consider the effect of word choices on the audience	b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling c. Self edit d. Peer edit e. Dictionary		 Maintain consistent person, number and tense Modify sentences from passive to active voice Vary sentence types and lengths to clarify and extend meaning and to develop style 4.Sounds Around; Part D The Forest of S.T. Shrew; Enrichment People of the Forest; Part A, Enrichment 	b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation • Self edit • Peer edit • Dictionary • Thesaurus	 b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation Self edit Peer edit Dictionary Thesaurus Spell checker

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		f. Thesaurus		18. Tale of the Sun; Enrichment	 Spell checker 	 Language handbook
		g. <i>Spell checker</i>	b. Use suitable traditional and	44. Water Wonders; Part A	 Language handbook 	Grammar checker
		h. <i>Language handbook</i>	electronic resources to refine	49. Tropical Treehouse; Part A	 Grammar checker 	 Style book
			presentations and edit texts for effective	59. Power of Print; Part B	 Style book 	·
		4. Sounds Around; Part D	and appropriate use of language and	60. Publucize It!		4. Sounds Around; Part D
		8. The Forest of S.T. Shrew;	conventions such as capitalization,		4. Sounds Around; Part D	17. People of the Forest; Part A,
_		Enrichment	punctuation, spelling, and pronunciation		17. People of the Forest; Part A,	Enrichment
5.	Assess the effectiveness of	9. Planet Diversity; Enrichment	• Self edit		Enrichment	33. Forest Consequences;
	choice of details, word	18. Tale of the Sun; Enrichment	 Peer edit 	b. Use suitable traditional	33. Forest Consequences;	Enrichment
	choice, and use of figurative	44. Water Wonders; Part A	 Dictionary 	and electronic resources	Enrichment	44. Water Wonders; Part A
	language in the student's	49. Tropical Treehouse; Part A	 Thesaurus 	to refine presentations	44. Water Wonders; Part A	59. Power of Print;; Part B
	own composing	62. To Be a Tree; Enrichment	 Spell checker 	and edit texts for	59. Power of Print;; Part B	60. Publucize It!
	a. Assess the effectiveness of choice of details and		 Language handbook 	effective and appropriate	60. Publucize It!	
			 Grammar checker 	use of language and conventions such as		c. Prepare the final product
	words/phrases that extend meaning in			capitalization,	c. Prepare the final product	for presentation to an
	student's own composing	c.Prepare the final product for	4. Sounds Around; Part D	punctuation, spelling,	for presentation to an	audience
	student's own composing	presentation to an audience	8. The Forest of S.T. Shrew;	and pronunciation	audience	A Carrieda Amarinal Dant D
		presentation to an addictice	Enrichment	• Self edit		4. Sounds Around; Part D
			9. Planet Diversity; Enrichment	• Peer edit	4. Counda Around, Dort D	17. People of the Forest; Part A, Enrichment
			17. People of the Forest; Part A,		4. Sounds Around; Part D	33. Forest Consequences;
		4. Sounds Around; Part D	Enrichment	DictionaryThesaurus	17. People of the Forest; Part A, Enrichment	Enrichment
		9. Planet Diversity; Enrichment	18. Tale of the Sun; Enrichment		33. Forest Consequences;	59. Power of Print;; Part B
		18. Tale of the Sun; Enrichment	44. Water Wonders; Part A	Spell checker	Enrichment	60. Publucize It!
		62. To Be a Tree; Enrichment	49. Tropical Treehouse; Part A	Language handbook Crammar shadkar	59. Power of Print;; Part B	oo. Tublucize it:
			60. Publucize It!	Grammar checker	60. Publucize It	
				4. Sounds Around; Part D	oo. Tablacize R	
			c. Prepare the final product for	8. The Forest of S.T. Shrew;		
	 b. Explain how specific 		presentation to an audience	Enrichment		
	words/phrases used by		presentation to an addictice	9. Planet Diversity; Enrichment		
	the writer affects reader		4. Sounds Around; Part D	17. People of the Forest; Part A,		
	response		9. Planet Diversity; Enrichment	Enrichment		
			17. People of the Forest; Part A,	18. Tale of the Sun; Enrichment		4. Identify how language
		4. Identify how language choices in	Enrichment	33. Forest Consequences;		choices in writing and
	c. Examine and use basic	writing and speaking affect thoughts	18. Tale of the Sun; Enrichment	Enrichment	Identify how language	speaking affect thoughts
	transitions such as "and,"	and feelings	60. Publicize It!	44. Water Wonders; Part A	choices in writing and	and feelings
	"but," "or," "first,"	a. Select words appropriate		49. Tropical Treehouse; Part A	speaking affect thoughts	a. Choose a level of
	"second," and "last"	for audience, situation, or		59. Power of Print;; Part B	and feelings	language, formal to
		purpose		60. Publucize It!	 Use precise word choice, 	informal, appropriate for
		4. Sounds Around; Part D 7. Habitat Pen Pals			formal to informal, based	a specific audience,
		7. Нарітат Реп Pais 7. Habitat Pen Pals; Variation			on audience, situation, or	situation, or purpose
		8. The Forest of S.T. Shrew;		 c. Prepare the final product 	purpose	4. Sounds Around; Part D
		Enrichment		for presentation to an	A. County Amount B. 15	7. Habitat Pen Pals
		9. Planet Diversity; Enrichment		audience	 Sounds Around; Part D Habitat Pen Pals 	7. Habitat Pen Pals; Variation
		7. Franci Divorsity, Environment			7. пашат Рен Раіз	17. People of the Forest; Part A,

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	18. Tale of the Sun; Enrichment			7. Habitat Pen Pals; Variation	Enrichment
	44. Water Wonders; Part A		4. Sounds Around; Part D	17. People of the Forest; Part A,	26. Dynamic Duos; Enrichment
6. Explain how textual	49. Tropical Treehouse; Part A	4. Identify how language choices in	9. Planet Diversity; Enrichment	Enrichment	33. Forest Consequences;
changes in a work o		writing and speaking affect thoughts	17. People of the Forest; Part A,	26. Dynamic Duos; Enrichment	Enrichment
meaning or fulfill a p		and feelings	Enrichment	33. Forest Consequences;	44. Water Wonders; Part A
	62. To Be a Tree; Enrichment	a. Select words appropriate for	18. Tale of the Sun; Enrichment	Enrichment	59. Power of Print
		audience, situation, or purpose	33. Forest Consequences;	44. Water Wonders; Part A	60. Publicize It!
			Enrichment .	59. Power of Print; Parts A, B	
a. Revise own text	for word b. Describe how listeners	4. Sounds Around; Part D	59. Power of Print;; Part B	60. Publicize It!	b. Differentiate connotative
choice	might respond differently	7. Habitat Pen Pals	60. Publicize It!		from denotative
	to similar words such as	7. Habitat Pen Pals; Variation		b. Make effective decisions	meanings of words to
	nightmare/dream,	8. The Forest of S.T. Shrew;		regarding word choice	make precise word
	loud/deafening,	Enrichment		according to connotative	choices
	cute/gorgeous	9. Planet Diversity; Enrichment		and denotative meanings	4. Sounds Around; Part D
	4. Sounds Around; Part D	17. People of the Forest; Part A		4. Sounds Around; Part D	7. Habitat Pen Pals
	7. Habitat Pen Pals	18. Tale of the Sun; Enrichment	4. Identify how language	7. Habitat Pen Pals	7. Habitat Pen Pals; Variation
	7. Habitat Pen Pals; Variation	26. Dynamic Duos; Enrichment	choices in writing and	7. Habitat Pen Pals; Variation	17. People of the Forest; Part A,
	8. The Forest of S.T. Shrew;	44. Water Wonders; Part A	speaking affect thoughts	17. People of the Forest; Part A,	Enrichment
	Enrichment	49. Tropical Treehouse; Part A	and feelings	Enrichment	33. Forest Consequences;
	9. Planet Diversity; Enrichment	60. Publicize It!	a. Use precise word choice,	33. Forest Consequences;	Enrichment
	18. Tale of the Sun; Enrichment	61. The Closer You Look;	formal to informal, based	Enrichment	44. Water Wonders; Part A
	44. Water Wonders; Part A	Enrichment	on audience, situation, or	44. Water Wonders; Part A	59. Power of Print; Parts A and B
	49. Tropical Treehouse; Part A		purpose	59. Power of Print; Parts A, B	Constitution to a constitution of
	Canaldan the offers of	h Danadha haw liatanana wiaht na mad	A County Annual Dort D		c. Consider how readers or
	c. Consider the effect of	b. Describe how listeners might respond	4. Sounds Around; Part D 7. Habitat Pen Pals		listeners might respond
	word choices on the	differently to similar words such as	7. нарнат Pen Pals 7. Habitat Pen Pals; Variation	c. Consider how readers or	differently to the same
	audience	nightmare/dream, loud/deafening, cute/gorgeous	8. The Forest of S.T. Shrew;	c. Consider how readers or listeners might respond	words
	4. Sounds Around; Part D	4. Sounds Around; Part D	Enrichment	differently to the same	4. Sounds Around; Part D
	7. Habitat Pen Pals	7. Habitat Pen Pals	9. Planet Diversity; Enrichment	words	7. Habitat Pen Pals
	7. Habitat Pen Pals; Variation	7. Habitat Pen Pals; Variation	17. People of the Forest; Part A;	Words	7. Habitat Pen Pals; Variation
	8. The Forest of S.T. Shrew;	8. The Forest of S.T. Shrew;	Enrichment		17. People of the Forest; Part A,
	Enrichment	Enrichment	18. Tale of the Sun; Enrichment	4. Sounds Around: Part D	Fnrichment
	9. Planet Diversity; Enrichment	9. Planet Diversity; Enrichment	26. Dynamic Duos; Enrichment	7. Habitat Pen Pals	33. Forest Consequences;
	18. Tale of the Sun; Enrichment	17. People of the Forest; Part A;	33. Forest Consequences;	7. Habitat Pen Pals; Variation	Enrichment
	44. Water Wonders; Part A	Enrichment	Enrichment	17. People of the Forest; Part A,	44. Water Wonders; Part A
	49. Tropical Treehouse; Part A	18. Tale of the Sun; Enrichment	44. Water Wonders; Part A	Enrichment	59. Power of Print; Parts A, B,
	,	44. Water Wonders; Part A	49. Tropical Treehouse; Part A	33. Forest Consequences;	Enrichment
		49. Tropical Treehouse; Part A	59. Power of Print; Parts A, B,	Enrichment	
			Enrichment	44. Water Wonders; Part A	
		c. Consider how word choices affect the	60. Publicize It!	59. Power of Print; Parts A, B,	
		audience	61. The Closer You Look; Enrichment	Enrichment	
		4. Sounds Around; Part D	LINIOIIIIGIR		
		7. Habitat Pen Pals			

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 7. Locate, retrieve, and use information from various sources to accomplish a purpose a. Identify and use sources of information on a topic b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic c. Use note taking and organizational strategies to record and organize information 	 5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing a. Assess the effectiveness of word choice in student's own composing • Language suitable for a given purpose • Words/phrases that extend meaning b. Explain how specific words/phrases used by the writer affects reader response c. Examine and use spatial transitions such as "near," "far," "on the left," and "in the distance" 	7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A; Enrichment 18. Tale of the Sun; Enrichment 44. Water Wonders; Part A 49. Tropical Treehouse; Part A 49. Tropical Treehouse; of the student's own composing a. Assess the effectiveness of word choice that reveals a student's purpose for writing • Language appropriate for a particular audience • Language suitable for a given purpose • Words/phrases/sentences that extend meaning in a given context	b. Consider the connotative and/or denotative meanings of words when selecting vocabulary 4. Sounds Around; Part D 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A; Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 44. Water Wonders; Part A 49. Tropical Treehouse; Part A 59. Power of Print; Parts A, B, Enrichment 4. Sounds Around; Part D 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A; Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 19. Propical Treehouse; Part A 19. Tropical Treehouse; Part A 19. Power of Print; Parts A, B, Enrichment	 5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing a. Assess the effectiveness of diction that reveals his or her purpose • Language appropriate for a particular audience • Language suitable for a given purpose • Words/phrases/sent ences that extend meaning in a given context b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response c. Evaluate the use of transitions in a text 	 5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing a. Assess the effectiveness of diction that reveals his or her purpose • Language appropriate for a particular audience • Language suitable for a given purpose • Words/phrases/sent ences that extend meaning in a given context b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response c. Evaluate the use of transitions and their effectiveness in a text

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Participate in teacher-directed note-taking and organization of information d. Use information to fulfill a given purpose	6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose a. Revise own text for word choice b. Explain how revisions in word choice affect meaning	b. Explain how specific words/phrases/sentences affect reader/listener response c. Examine and use transitions showing importance and relation such as "because," "additionally," "unless," "although," and "so" 6. Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience b. Explain how revisions in word choice and syntax affect meaning	5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing a. Assess the effectiveness of diction that reveals his or her purpose • Language appropriate for a particular audience • Language suitable for a given purpose • Words/phrases/sent ences that extend meaning in a given context b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response c. Evaluate the use of transitions in a text	6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	7. Locate, retrieve, and use information from various sources to accomplish a purpose a. Identify and use sources of information on a topic 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 49. Tropical Treehouse; Part A 76. Tree Cookies; Part B 95. Did You Notice? Part B b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic 7. Habitat Pen Pals 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 49. Tropical Treehouse; Part A 76. Tree Cookies; Part B 95. Did You Notice? Part B	7. Locate, retrieve, and use information from various sources to accomplish a purpose a. Identify, evaluate, and use sources of information on a self-selected and/or given topic 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 49. Tropical Treehouse; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 49. Tropical Treehouse; Part A 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B	 6. Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning 	7. Locate, retrieve, and use information from various sources to accomplish a purpose a. Identify, evaluate, and use sources of information on a self-selected and/or given topic 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 33. Forest Consequences; Enrichment 59. Power of Print; Part B, Enrichment 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 33. Forest Consequences; Enrichment 59. Power of Print; Part B, Enrichment 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B	7. Locate, retrieve, and use information from various sources to accomplish a purpose a. Identify, evaluate, and use appropriate sources of information on a self-selected and/or given topic 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 33. Forest Consequences; Enrichment 59. Power of Print; Part B, Enrichment 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 33. Forest Consequences; Enrichment 59. Power of Print; Part B, Enrichment 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	c. Use note taking, organizational strategies, and simple documentation of information to record and organize information • Participate in teacher-directed note-taking and organization of information 9. Planet Diversity 21. Adopt a Tree; Part B 76. Tree Cookies; Part B 95. Did You Notice? Part B	c. Select appropriate information for note taking and organizing information • Practice appropriate strategies for organizing information and/or taking notes 9. Planet Diversity 21. Adopt a Tree; Part B 76. Tree Cookies; Part B 95. Did You Notice? Part B	7. Locate, retrieve, and use information from various sources to accomplish a purpose a. Identify, evaluate, and use sources of information on a self-selected and/or given topic 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment 33. Forest Consequences; Enrichment 49. Tropical Treehouse; Part A 59. Power of Print; Part B, Enrichment 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic 7. Habitat Pen Pals 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 17. People of the Forest; Part A, Enrichment 17. People of the Forest; Part A, Enrichment 26. Dynamic Duos; Enrichment	c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information • Appropriate strategies for taking notes • Appropriate strategies for organizing source information or notes • Information to include or exclude when using a note taking method • Advantages, or limitations of a given strategy or procedure for	c. Use a systematic process for recording, documenting, and organizing this information • Appropriate strategies for taking notes • Appropriate strategies for organizing source information or notes • Information to include or exclude when using a note taking method • Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	d. Use information to fulfill a given purpose 95. Did You Notice?; Part B e. Credit sources when paraphrasing and quoting to avoid plagiarism	i. Use informatio n from two or more sources to fulfill a given purpose 95. Did You Notice?; Part B ii. Credit sources when paraphrasi ng, summarizi ng, and quoting to avoid plagiarism	33. Forest Consequences; Enrichment 49. Tropical Treehouse; Part A 59. Power of Print; Part B, Enrichment 76. Tree Cookies; Part B 86. Our Changing World; Part B 95. Did You Notice? Part B 95. Did You Notice? Part B c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information • Appropriate strategies for taking notes • Appropriate strategies for organizing source information or notes	recording or organizing information Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency Use a recognized format for documentation, such as, MLA 21. Adopt a Tree; Part B 76. Tree Cookies; Part B 95. Did You Notice? Part B d. Synthesize information from two or more sources to fulfill a self-selected or given purpose 95. Did You Notice?; Part B e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	information Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency • Use a recognized format for documentation, such as, MLA 21. Adopt a Tree; Part B 76. Tree Cookies; Part B 95. Did You Notice? Part B d. Synthesize information from two or more sources to fulfill a self-selected or given purpose 95. Did You Notice?; Part B e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			Information to		
			include or		
			exclude when		
			using a note		
			taking method		
			 Advantages, disadvantages 		
			disadvantages, or limitations of		
			a given		
			strategy or		
			procedure for		
			recording or		
			organizing		
			information		
			 Advantages, 		
			disadvantages,		
			or limitations of		
			sources of		
			information,		
			such as bias,		
			accuracy, availability,		
			variety,		
			currency		
			Surreney		
			Use a recognized		
			format for		
			documentation,		
			such as, MLA		
			9. Planet Diversity		
			21. Adopt a Tree; Part B		
			76. Tree Cookies; Part B		
			95. Did You Notice? Part B		
			d Synthocizo information		
			d. Synthesize information from two or more sources		
			to fulfill a self-selected or		
			given purpose		
			given purpose		
			95. Did You Notice?; Part B		
			,,		
			e. Use a recognized format		
			to credit sources when		
			paraphrasing, summarizing, and		
			summarizing, and		

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			quoting to avoid plagiarism		

Grade	3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. G	rammar	A. Grammar	A. Grammar	A. Grammar	A. Grammar	A. Grammar
1.	Recognize elements of	 Recognize elements of 	 Recognize elements of 	 Recognize elements of 	 Recognize elements of 	 Recognize elements of
	grammar in personal and	grammar in personal and	grammar in personal and	grammar in personal and	grammar in personal and	grammar in personal and
	academic reading	academic reading	academic reading	academic reading	academic reading	academic reading
,	December recall and use	2 December recall and use	2 December recall and use	2 December recall and use	2 Apply knowledge of	2 Apply knowledge of grommer
2.	3 1, 111 , 1	Recognize, recall, and use basic elements of grammar	2. Recognize, recall, and use basic elements of grammar	Recognize, recall, and use grammar consents and	Apply knowledge of grammar concents and	Apply knowledge of grammar concepts and skills to control
	basic elements of grammar to express ideas clearly**	to express ideas clearly**	to express ideas clearly**	grammar concepts and skills to strengthen control	grammar concepts and skills to control oral and	oral and written language**
	to express ideas clearry	to express ideas clearly	to express ideas clearly	of oral and written	written language**	oral and written language
				language**	writterrianguage	a. Consider the meaning,
	a. Identify and use parts of	a. Identify and use parts of	a. Recognize the meaning,	a. Recognize the meaning,	a. Consider the meaning,	position, form, and function
	speech such as nouns,	speech such as	position, form, and	position, form, and	position, form, and	of words when identifying
	pronouns, verbs,	prepositions,	function of words when	function of words when	function of words when	and using all grammatical
	adverbs, adjectives	conjunctions, and	identifying grammatical	identifying grammatical	identifying and using	concepts
	(including articles)	interjections	concepts such as	concepts such as	grammatical concepts	· ·
		·	concrete, collective, and	indefinite pronouns,	such as verbal and	4. Sounds Around; Part D
			abstract nouns;	perfect verb tenses,	verbal phrases (gerunds,	17. People of the Forest; Part A,
		4. Sounds Around; Part D	demonstrative and	conjunctive adverbs, and	participles, and	Enrichment
		7. Habitat Pen Pals	relative pronouns;	correlative conjunctions	infinitives), reflexive and	44. Water Wonders; Part A
		7. Habitat Pen Pals; Variation	subordinating		intensive pronouns,	54. I'd Like to Visit a Place Where;
		8. The Forest of S.T. Shrew;	conjunctions	4. Sounds Around; Part D	progressive forms of	Parts B and C
		Enrichment	4. Sounds Around; Part D	7. Habitat Pen Pals	verbs, and active and	59. Power of Print; Part B
		9. Planet Diversity; Enrichment	7. Habitat Pen Pals	7. Habitat Pen Pals; Variation	passive voice	60. Publicize it!
	h Identify and incorporate	18. Tale of the Sun; Enrichment 44. Water Wonders; Part A	7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew;	8. The Forest of S.T. Shrew; Enrichment	4. Sounds Around; Part D	
	 b. Identify and incorporate subjects and verbs when 	49. Tropical Treehouse; Part A	Enrichment	9. Planet Diversity; Enrichment	17. People of the Forest; Part A,	
	composing simple	54. I'd Like to Visit a Place Where;	9. Planet Diversity; Enrichment	17. People of the Forest; Part A,	Enrichment	
	sentences	Parts B and C	17. People of the Forest; Part A,	Enrichment	44. Water Wonders; Part A	
	Seritorious	61. The Closer You Look;	Enrichment	18. Tale of the Sun; Enrichment	54. I'd Like to Visit a Place Where;	
		Enrichment	18. Tale of the Sun; Enrichment	44. Water Wonders; Part A	Parts B and C	
		62. To Be a Tree; Enrichment	44. Water Wonders; Part A	49. Tropical Treehouse; Part A	59. Power of Print; Part B	
			49. Tropical Treehouse; Part A	54. I'd Like to Visit a Place Where;	60. Publicize it!	b. Combine and expand
			54. I'd Like to Visit a Place Where;	Parts B and C		sentences by incorporating
			Parts B and C	59. Power of Print; Part B	b. Combine and expand	subjects, predicates, and
			60. Publicize it!	60. Publicize it!	sentences by	modifiers and by logically
			61. The Closer You Look;	61. The Closer You Look;	incorporating subjects,	coordinating,
		h Camella la	Enrichment	Enrichment	predicates, and modifiers	subordinating, and
	a Compace semplete seed	b. Combine short, related			and by logically	sequencing ideas
	c. Compose complete and correct declarative,	sentences using a series, compound			coordinating,	4. Sounds Around; Part D
	interrogative, imperative,	subjects, and key words	b. Combine sentences		subordinating, and sequencing ideas	17. People of the Forest; Part A,
	and exclamatory	Subjects, and key words	using appositives,	b. Combine sentences	Sequencing lideas	Enrichment
	sentences	4. Sounds Around; Part D	participial phrases,	using knowledge of	4. Sounds Around; Part D	44. Water Wonders; Part A
	Somonisos	7. Habitat Pen Pals	adjectives, adverbs, and	subjects and predicates,	17. People of the Forest; Part A,	49. Tropical Treehouse; Part A
		7. Habitat Pen Pals; Variation	prepositional phrases	logical placement of	Enrichment	54. I'd Like to Visit a Place Where;
<u> </u>			p	- g - x- p	1	

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	8. The Forest of S.T. Shrew;		modifiers, and logical	44. Water Wonders; Part A	Parts B and C
d Identify and use work	Enrichment	4. Sounds Around; Part D	coordination,	54. I'd Like to Visit a Place Where;	59. Power of Print; Part B
d. Identify and use verb	9. Planet Diversity; Enrichment	7. Habitat Pen Pals 7. Habitat Pen Pals; Variation	subordination, and	Parts B and C 59. Power of Print; Part B	60. Publicize it!
forms such as	18. Tale of the Sun; Enrichment 44. Water Wonders; Part A	8. The Forest of S.T. Shrew;	sequencing of ideas	60. Publicize it!	
singular/plural, regular/irregular	49. Tropical Treehouse; Part A	Enrichment	4. Sounds Around; Part D	60. Publicize II:	
regulai/iiregulai	54. I'd Like to Visit a Place Where;	9. Planet Diversity; Enrichment	7. Habitat Pen Pals		
e. Identify and use verb	Parts B and C	17. People of the Forest; Part A,	7. Habitat Pen Pals; Variation		
tenses such as present,	61. The Closer You Look;	Enrichment	8. The Forest of S.T. Shrew;		
past, and future	Enrichment	18. Tale of the Sun; Enrichment	Enrichment		c. Differentiate grammatically
1 '	62. To Be a Tree; Enrichment	44. Water Wonders; Part A	9. Planet Diversity; Enrichment	c. Differentiate	complete sentences from
		49. Tropical Treehouse; Part A	17. People of the Forest; Part A,	grammatically complete	non-sentences
		54. I'd Like to Visit a Place Where;	Enrichment	sentences from non-	
		Parts B and C	18. Tale of the Sun; Enrichment	sentences, including	4. Sounds Around; Part D
		60. Publicize it!	44. Water Wonders; Part A	comma splices	17. People of the Forest; Part A,
		61. The Closer You Look;	49. Tropical Treehouse; Part A		Enrichment
B. Usage		Enrichment	54. I'd Like to Visit a Place Where;	4. Sounds Around; Part D	44. Water Wonders; Part A
Recognize examples of			Parts B and C	17. People of the Forest; Part A,	54. I'd Like to Visit a Place Where;
conventional usage in personal and academic			59. Power of Print; Part B 60. Publicize it!	Enrichment 44. Water Wonders; Part A	Parts B and C 59. Power of Print; Part B
reading	c. Compose simple and		61. The Closer You Look;	54. I'd Like to Visit a Place Where;	60. Publicize it!
reading	compound sentences		Enrichment	Parts B and C	00. Fublicize it:
2. Comprehend and apply	using coordinating		Linciment	59. Power of Print: Part B	
standard English usage in	conjunctions			60. Publicize it!	
oral and written language**	, , , , , , , , , , , , , , , , , , ,				
a. Use singular subjects	4. Sounds Around; Part D	c. Differentiate between a			d. Compose simple,
with singular verbs and	7. Habitat Pen Pals	phrase and a clause and			compound, complex, and
plural subjects with	7. Habitat Pen Pals; Variation	between grammatically	c. Differentiate		compound-complex
plural verbs	8. The Forest of S.T. Shrew;	complete sentences and	grammatically complete	d. Compose simple,	sentences using
	Enrichment	non-sentences, such as,	sentences from non-	compound, complex, and	independent, dependent,
la Annels annelstant and	9. Planet Diversity; Enrichment	sentence fragments and	sentences, including	compound-complex	restrictive, and
b. Apply consistent and	18. Tale of the Sun; Enrichment	stringy/rambling	fused sentences	sentences using	nonrestrictive clauses;
appropriate use of verb tenses such as past,	44. Water Wonders; Part A 49. Tropical Treehouse; Part A	sentences 4. Sounds Around; Part D	4. Sounds Around; Part D	independent, dependent, restrictive, and	transitions; conjunctions; and appropriate
present, and future;	54. I'd Like to Visit a Place Where;	7. Habitat Pen Pals	7. Habitat Pen Pals	nonrestrictive clauses;	punctuation to connect
pronouns such as	Parts B and C	7. Habitat Pen Pals; Variation	7. Habitat Pen Pals; Variation	transitions; conjunctions;	ideas
personal and	61. The Closer You Look;	8. The Forest of S.T. Shrew;	8. The Forest of S.T. Shrew;	and appropriate	idodo
possessive; and	Enrichment	Enrichment	Enrichment	punctuation to connect	4. Sounds Around; Part D
modifiers	62. To be a Tree; Enrichment	9. Planet Diversity; Enrichment	9. Planet Diversity; Enrichment	ideas	17. People of the Forest; Part A,
		17. People of the forest; Part A,	17. People of the forest; Part A,	4. Sounds Around; Part D	Enrichment
		Enrichment	Enrichment	17. People of the Forest; Part A,	44. Water Wonders; Part A
		18. Tale of the Sun; Enrichment	18. Tale of the Sun; Enrichment	Enrichment	54. I'd Like to Visit a Place Where;
	d. Identify and use verb	44. Water Wonders; Part A	44. Water Wonders; Part A	44. Water Wonders; Part A	Parts B and C
	forms such as	49. Tropical Treehouse; Part A	49. Tropical Treehouse; Part A	54. I'd Like to Visit a Place Where;	59. Power of Print; Part B
	singular/plural,	54. I'd Like to Visit a Place Where;	54. I'd Like to Visit a Place Where;	Parts B and C	60. Publicize it!

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
c. Recognize and correct	regular/irregular	Parts B and C	Parts B and C	59. Power of Print; Part B	
common usage errors	4. Sounds Around; Part D	60. Publicize It!	59. Power of Print; Part B	60. Publicize it!	
such as homophones,	7. Habitat Pen Pals	61. The Closer You Look;	60. Publicize It!		B. Usage
contractions, and	7. Habitat Pen Pals; Variation	Enrichment	61. The Closer You Look;		Recognize examples of
commonly confused	8. The Forest of S.T. Shrew;		Enrichment		conventional usage in
words	Enrichment	d. Compose simple,	Emioni	B. Usage	personal and academic
Words	9. Planet Diversity; Enrichment	compound, and complex		Recognize examples of	reading
	18. Tale of the Sun; Enrichment	sentences using		conventional usage in	reading
	44. Water Wonders; Part A	independent and	d. Compose simple,	personal and academic	2. Comprehend and apply
	49. Tropical Treehouse; Part A	dependent clauses,	compound, complex, and	reading	standard English usage in
d. Use available resources	54. I'd Like to Visit a Place Where;	transitions, and	compound-complex	reading	oral and written language**
to correct or confirm	Parts B and C	conjunctions to connect		2 Comprehend and apply	a. Apply appropriate English
editorial choices		1	sentences using	Comprehend and apply standard English usage in	
editorial critices	62. To be a Tree; Enrichment	ideas	independent and	standard English usage in	usage, involving
	a Identify and use work	1 Counda Around, Dort D	dependent clauses,	oral and written language**	subject/verb agreement
	e. Identify and use verb	4. Sounds Around; Part D	transitions, conjunctions,	a. Apply appropriate	A. Carrieda Amarinal Dant D
Foodston although the tone	tenses such as present,	7. Habitat Pen Pals	and appropriate	subject/verb agreement	4. Sounds Around; Part D
e. Explain editorial choices	past, and future	7. Habitat Pen Pals; Variation	punctuation to connect	such as agreement	17. People of the forest; Part A,
		8. The Forest of S.T. Shrew;	ideas	involving words of	Enrichment
		Enrichment		amount, time, and	33. Forest Consequences; Enrichment
	4. Sounds Around; Part D	9. Planet Diversity; Enrichment	4. Sounds Around; Part D	money	44. Water Wonders; Part A
	7. Habitat Pen Pals	17. People of the forest; Part A,	7. Habitat Pen Pals	4. Sounds Around; Part D	54. I'd Like to Visit a Place Where;
	7. Habitat Pen Pals; Variation	Enrichment	7. Habitat Pen Pals; Variation	17. People of the forest; Part A,	Parts B and C
	8. The Forest of S.T. Shrew;	18. Tale of the Sun; Enrichment	8. The Forest of S.T. Shrew;	Enrichment	59. Power of Print; Part B
	Enrichment	44. Water Wonders; Part A	Enrichment	33. Forest Consequences;	60. Publicize It!
	9. Planet Diversity; Enrichment	49. Tropical Treehouse; Part A	9. Planet Diversity; Enrichment	Enrichment	
C. Mechanics	18. Tale of the Sun; Enrichment	54. I'd Like to Visit a Place Where;	17. People of the forest; Part A,	44. Water Wonders; Part A	
 Explain the purpose of 	44. Water Wonders; Part A	Parts B and C	Enrichment	54. I'd Like to Visit a Place Where;	b. Apply consistent and
mechanics to make and	49. Tropical Treehouse; Part A	60. Publicize It!	18. Tale of the Sun; Enrichment	Parts B and C	appropriate use of the
clarify meaning in	54. I'd Like to Visit a Place Where;		44. Water Wonders; Part A	59. Power of Print; Part B	person, number, and case
academic and personal	Parts B and C		49. Tropical Treehouse; Part A	60. Publicize It!	of pronouns;
reading and writing	61. The Closer You Look;		54. I'd Like to Visit a Place Where;		pronoun/antecedent
	Enrichment		Parts B and C	b. Apply consistent and	agreement; special
Apply standard English	62. To be a Tree; Enrichment		59. Power of Print; Part B	appropriate use of the	pronoun problems such as
punctuation and		B. Usage	60. Publicize It!	person, number, and	who – whom, and
capitalization in written		 Recognize examples of 	61. The Closer You Look;	case of pronouns;	incomplete constructions;
language**		conventional usage in	Enrichment	pronoun/antecedent	active and passive voice;
a. Use end punctuation	B. Usage	personal and academic		agreement; special	and verbal and verbal
correctly	 Recognize examples of 	reading		pronoun problems such	phrases
	conventional usage in	_		as who – whom, and	4. Sounds Around; Part D
	personal and academic	2. Comprehend and apply		incomplete	17. People of the forest; Part A,
	reading	standard English usage in	B. Usage	constructions; active and	Enrichment
	Į	oral and written language**	1. Recognize examples of	passive voice; and	33. Forest Consequences; Enrichment
	2. Comprehend and apply	a. Apply appropriate	conventional usage in	verbal and verbal	44. Water Wonders; Part A
	standard English usage in	subject/verb agreement	personal and academic	phrases	54. I'd Like to Visit a Place Where;
	oral and written language**	such as in compound	reading	· ·	Parts B and C

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
b.	Use commas correctly in	a. Use singular subjects	subjects and with		4. Sounds Around; Part D	59. Power of Print; Part B
	dates, addresses, city	with singular verbs and	phrases that interrupt the	Comprehend and apply	17. People of the forest; Part A,	60. Publicize It!
	and state, salutations	plural subjects with	subject and the verb	standard English usage in	Enrichment	
	and closings, and items	plural verbs	4. Sounds Around; Part D	oral and written language**	33. Forest Consequences;	 c. Recognize and correct
	in a series		7. Habitat Pen Pals	 a. Apply appropriate 	Enrichment	common usage errors such
		4. Sounds Around; Part D	7. Habitat Pen Pals; Variation	subject/verb agreement	44. Water Wonders; Part A	as misplaced and dangling
C.	Use underlining for titles	7. Habitat Pen Pals	8. The Forest of S.T. Shrew;	such as with collective	54. I'd Like to Visit a Place Where;	modifiers; incorrect use of
	of books	7. Habitat Pen Pals; Variation	Enrichment	nouns, indefinite	Parts B and C	verbs; double negatives;
		8. The Forest of S.T. Shrew;	9. Planet Diversity; Enrichment	pronouns, and inverted	59. Power of Print; Part B	and commonly confused
		Enrichment	17. People of the Forest; PartA,	word order	60. Publicize It!	words such as accept –
		9. Planet Diversity; Enrichment	Enrichment	4. Sounds Around; Part D		except
		18. Tale of the Sun; Enrichment	18. Tale of the Sun; Enrichment	7. Habitat Pen Pals	c. Recognize and correct	4. Sounds Around; Part D
		44. Water Wonders; Part A	44. Water Wonders; Part A	7. Habitat Pen Pals; Variation	common usage errors	17. People of the forest; Part A,
d.	Use apostrophes in	49. Tropical Treehouse; Part A	49. Tropical Treehouse; Part A	8. The Forest of S.T. Shrew;	such as misplaced and	Enrichment
	contractions and singular	54. I'd Like to Visit a Place Where;	54. I'd Like to Visit a Place Where;	Enrichment	dangling modifiers;	33. Forest Consequences; Enrichment
	possessives	Parts B and C	Parts B and C	9. Planet Diversity; Enrichment	incorrect use of verbs;	44. Water Wonders; Part A
		61. The Closer You Look;	60. Publicize It!	17. People of the Forest; PartA,	double negatives; and	54. I'd Like to Visit a Place Where;
		Enrichment	61. The Closer You Look;	Enrichment	commonly confused	Parts B and C
e.	Use quotation marks in	62. To be a Tree; Enrichment	Enrichment	18. Tale of the Sun; Enrichment	words such as accept –	59. Power of Print; Part B
	simple dialogue	la Anniha anna latant an d		33. Forest Consequences;	except	60. Publicize It!
		b. Apply consistent and	h Annha san statent and	Enrichment	4. Sounds Around; Part D	d. Han ava Yalida ara a sana a ka
		appropriate use of verb	b. Apply consistent and	44. Water Wonders; Part A	17. People of the forest; Part A,	d. Use available resources to
· ·	Llos conital latters to	tenses such as past,	appropriate use of the	49. Tropical Treehouse; Part A	Enrichment	correct or confirm editorial
1.	Use capital letters to	present, and future;	principal parts of regular	54. I'd Like to Visit a Place Where;	33. Forest Consequences;	choices
	begin a sentence and	pronouns such as	and irregular verbs;	Parts B and C 59. Power of Print; Part B	Enrichment 44. Water Wonders; Part A	
	identify a proper noun	personal, possessive, and pronoun/antecedent	person, number, and	60. Publicize It!	54. I'd Like to Visit a Place Where;	
		and pronountainecedent agreement; and	case of pronouns; pronoun/antecedent	61. The Closer You Look;	Parts B and C	e. Explain editorial choices
0	Indent for paragraphs	modifiers	agreement; and degrees	Enrichment	59. Power of Print; Part B	e. Explain editorial choices
g.	indention paragraphs	modifiers	of comparison of	Lincinnent	60. Publicize It!	
		4. Sounds Around; Part D	modifiers		oo. Fublicize it:	
		7. Habitat Pen Pals	modificis		d. Use available resources	
		7. Habitat Pen Pals; Variation	4. Sounds Around; Part D	b. Apply consistent and	to correct or confirm	
		8. The Forest of S.T. Shrew;	7. Habitat Pen Pals	appropriate use of the	editorial choices	
3. Ex	xplain editorial choices	Enrichment	7. Habitat Pen Pals; Variation	principal parts of regular	Sunonal energy	
	volving mechanics	9. Planet Diversity; Enrichment	8. The Forest of S.T. Shrew;	and irregular verbs;		
	3	18. Tale of the Sun; Enrichment	Enrichment	person, number, and		
D. Spellir	na	44. Water Wonders; Part A	9. Planet Diversity; Enrichment	case of pronouns;	e. Explain editorial choices	
	ecognize conventional	49. Tropical Treehouse; Part A	17. People of the forest; Part A,	pronoun/antecedent		C. Mechanics
	pelling in and through	54. I'd Like to Visit a Place Where;	Enrichment	agreement; and degrees		1. Explain and justify the
	ersonal and academic	Parts B and C	18. Tale of the Sun; Enrichment	of comparison of		purpose of mechanics to
	eading	61. The Closer You Look;	44. Water Wonders; Part A	modifiers		make and clarify meaning in
		Enrichment	49. Tropical Treehouse; Part A			academic and personal
2. A	pply conventional spelling	62. To be a Tree; Enrichment	54. I'd Like to Visit a Place Where;	4. Sounds Around; Part D		reading and writing
in	written language		Parts B and C	7. Habitat Pen Pals		

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
a.	Spell non-phonetic high		60. Publicize It!	7. Habitat Pen Pals; Variation		2. Apply standard English
	frequency words		61. The Closer You Look;	8. The Forest of S.T. Shrew;		punctuation and capitalization
			Enrichment	Enrichment	C. Mechanics	in written language**
		 c. Recognize and correct 		9. Planet Diversity; Enrichment	 Explain and justify the 	a. Punctuate at the word level
b.	Spell words with	common usage errors		17. People of the Forest; Part A,	purpose of mechanics to	 Hyphen
	common prefixes and	such as homophones,	 c. Recognize and correct 	Enrichment	make and clarify meaning	 Slash
	suffixes	contractions, and	common usage errors	18. Tale of the Sun; Enrichment	in academic and personal	
		commonly confused	such as misplaced	33. Forest Consequences;	reading and writing	4. Sounds Around; Part D
		words	modifiers and incorrect	Enrichment		17. People of the Forest; Part A,
			use of verbs such as lie -	44. Water Wonders; Part A	Apply standard English	Enrichment
		4. Sounds Around; Part D	lay, rise - raise, sit - set	49. Tropical Treehouse; Part A	punctuation and	26. Dynamic Duos; Enrichment
		7. Habitat Pen Pals		54. I'd Like to Visit a Place Where;	capitalization in written	33. Forest Consequences; Enrichment
C.	Modify spellings when	7. Habitat Pen Pals; Variation	4. Sounds Around; Part D	Parts B and C	language**	44. Water Wonders; Part A
	adding inflectional	8. The Forest of S.T. Shrew;	7. Habitat Pen Pals	59. Power of Print; Part B	a. Use commas and	54. I'd Like to Visit a Place Where;
	endings and suffixes	Enrichment	7. Habitat Pen Pals; Variation	60. Publicize It!	semicolons correctly	Parts B and C
		9. Planet Diversity; Enrichment	8. The Forest of S.T. Shrew;	61. The Closer You Look;	such as in a compound	59. Power of Print; Part B
		18. Tale of the Sun; Enrichment	Enrichment	Enrichment	sentence joined by a	60. Publicize It!
4	Chall words that follow	44. Water Wonders; Part A	9. Planet Diversity; Enrichment		conjunctive adverb	
u.	Spell words that follow	49. Tropical Treehouse; Part A 54. I'd Like to Visit a Place Where;	17. People of the forest; Part A, Enrichment	c Decognize and correct	4. Sounds Around; Part D	
	regular spelling patterns in multi-syllabic words	Part B, Enrichment	18. Tale of the Sun; Enrichment	c. Recognize and correct	17. People of the Forest; Part A,	
	III IIIuiti-syllabic words	61. The Closer You Look;	44. Water Wonders; Part A	common usage errors such as misplaced	Enrichment	h llos somesthethe
	Spell previously studied	Enrichment	49. Tropical Treehouse; Part A	modifiers; incorrect use	33. Forest Consequences;	b. Use correctly the
<u> </u>	contractions and	62. To be a Tree; Enrichment	54. I'd Like to Visit a Place Where;	of verbs; double	Enrichment	mechanics of writing
	possessives	oz. To be a free, Elineriment	Parts B and C	negatives; and	44. Water Wonders; Part A	4. Sounds Around; Part D
	possessives		60. Publicize It!	commonly confused	54. I'd Like to Visit a Place Where;	17. People of the Forest; Part A,
f.	Access resources as a		61. The Closer You Look;	words such as <i>accept</i> –	Parts B and C	Enrichment
	spelling aid (word wall,	d. Use available resources	Enrichment	except	59. Power of Print; Part B	26. Dynamic Duos; Enrichment
	dictionary, technology)	to correct or confirm		4. Sounds Around; Part D	60. Publicize It!	33. Forest Consequences; Enrichment
	, , , , , , , , , , , , , , , , , , ,	editorial choices		7. Habitat Pen Pals		44. Water Wonders; Part A
				7. Habitat Pen Pals; Variation		54. I'd Like to Visit a Place Where;
			d. Use available resources	8. The Forest of S.T. Shrew;		Parts B and C
			to correct or confirm	Enrichment	b. Use an apostrophe to	59. Power of Print; Part B
		e. Explain editorial choices	editorial choices	9. Planet Diversity; Enrichment	designate possession	60. Publicize It!
		•		17. People of the forest; Part A,	with indefinite pronouns	
				Enrichment	and adjectives	
				18. Tale of the Sun; Enrichment	4. Sounds Around; Part D	
			e. Explain editorial choices	33. Forest Consequences;	17. People of the Forest; Part A,	c. Use available resources for
	aintain a personal list of			Enrichment	Enrichment	all mechanics of writing
	ords to use in editing			44. Water Wonders; Part A	33. Forest Consequences;	rules that may be in flux
or	iginal writing			49. Tropical Treehouse; Part A	Enrichment	
				54. I'd Like to Visit a Place Where;	44. Water Wonders; Part A	
		C. Mechanics		Parts B and C	54. I'd Like to Visit a Place Where;	4. Sounds Around; Part D
		Explain the purpose of		59. Power of Print; Part B	Parts B and C	17. People of the Forest; Part A,
		mechanics to make and		60. Publicize It!	59. Power of Print; Part B	Enrichment

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	clarify meaning in			60. Publicize It!	33. Forest Consequences; Enrichment
	academic and personal	C. Mechanics		61. The Closer You Look;	44. Water Wonders; Part A
	reading and writing	 Explain and justify the 	d. Use available resources	Enrichment	54. I'd Like to Visit a Place Where;
		purpose of mechanics to	to correct or confirm		Parts B and C
	2. Apply standard English	make and clarify meaning	editorial choices		59. Power of Print; Part B
E. Handwriting	punctuation and	in academic and personal		c. Use correctly the	60. Publicize It!
 Produce writing that is 	capitalization in written	reading and writing		mechanics of writing	
legible to the audience	language**			4. Sounds Around; Part D	
a. Use manuscript fluently	 a. Use correct and varied 	2. Apply standard English	e. Explain editorial choices	17. People of the Forest; Part A,	
when appropriate to the	end punctuation	punctuation and		Enrichment	
task	· ·	capitalization in written		26. Dynamic Duos; Enrichment	
	2. Get in Touch with Trees; Part B	language**		33. Forest Consequences;	
	4. Sounds Around; Part D	a. Use commas correctly in		Enrichment	
 b. Form upper and lower 	7. Habitat Pen Pals	direct address and to		44. Water Wonders; Part A	
case letters using	7. Habitat Pen Pals; Variation	separate adjectives and		54. I'd Like to Visit a Place Where;	
cursive writing	8. The Forest of S.T. Shrew;	parenthetical		Parts B and C	
	Enrichment	expressions such as <i>on</i>		59. Power of Print; Part B	
 Use connecting strokes 	9. Planet Diversity; Enrichment	the other hand, for	C. Mechanics	60. Publicize It!	
to write continuous text	18. Tale of the Sun; Enrichment	example, by the way	 Explain and justify the 		
for daily assignments	44. Water Wonders; Part A	2. Get in Touch with Trees; Part B	purpose of mechanics to		
	49. Tropical Treehouse; Part A	4. Sounds Around; Part D	make and clarify meaning		
 d. Use cursive writing for 	54. I'd Like to Visit a Place Where;	7. Habitat Pen Pals	in academic and personal		
independent	Parts B and C	7. Habitat Pen Pals; Variation	reading and writing		
assignments to build	61. The Closer You Look;	8. The Forest of S.T. Shrew;		d. Use a colon to introduce	
accuracy and	Enrichment	Enrichment	Apply standard English	a list	
automaticity	62. To be a Tree; Enrichment	9. Planet Diversity; Enrichment	punctuation and		
		17. People of the forest; Part A,	capitalization in written		
e. Use word processing		Enrichment	language**	4. Sounds Around; Part D	
technology when		18. Tale of the Sun; Enrichment	a. Use commas and	17. People of the Forest; Part A,	Explain editorial choices
appropriate		44. Water Wonders; Part A	semicolons correctly	Enrichment	involving mechanics
		49. Tropical Treehouse; Part A	such as in a compound	33. Forest Consequences;	
		54. I'd Like to Visit a Place Where;	sentence	Enrichment	D. Spelling
	b. Use commas correctly in	Parts B and C		54. I'd Like to Visit a Place Where;	Recognize conventional
	appositives, items in a	60. Publicize It!	2. Get in Touch with Trees; Part B	Parts B and C	spelling in and through
	series, and before a	61. The Closer You Look;	4. Sounds Around; Part D	59. Power of Print; Part B	personal and academic
	coordinating conjunction	Enrichment	7. Habitat Pen Pals	60. Publicize It!	reading
	in a compound sentence		7. Habitat Pen Pals; Variation		
	4. Sounds Around; Part D	h Han an administration	8. The Forest of S.T. Shrew;		Apply conventional spelling
	7. Habitat Pen Pals	b. Use apostrophes in	Enrichment		in written language
	7. Habitat Pen Pals; Variation	plural possessives and	9. Planet Diversity; Enrichment		a. Use conventional spelling
	8. The Forest of S.T. Shrew;	nouns that end in -s	17. People of the forest; Part A,		in personal writing
	Enrichment	4. Sounds Around; Part D	Enrichment		4. Sounds Around; Part D
	9. Planet Diversity; Enrichment	7. Habitat Pen Pals	18. Tale of the Sun; Enrichment		5. Poet-Tree; Parts A, B, Variation,
	18. Tale of the Sun; Enrichment	7. Habitat Pen Pals; Variation	33. Forest Consequences;		Enrichment
	44. Water Wonders; Part A	8. The Forest of S.T. Shrew;	enrichment		17. People of the Forest; Part A,

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	49. Tropical Treehouse; Part A	Enrichment	44. Water Wonders; Part A		Enrichment
	54. I'd Like to Visit a Place Where;	9. Planet Diversity; Enrichment	49. Tropical Treehouse; Part A		26. Dynamic Duos; Enrichment
	Parts B and C	17. People of the forest; Part A,	54. I'd Like to Visit a Place Where;		33. Forest Consequences; Enrichment
	61. The Closer You Look;	Enrichment	Parts B and C		44. Water Wonders; Part A
	Enrichment	18. Tale of the Sun; Enrichment	59. Power of Print; Part B		54. I'd Like to Visit a Place Where;
	62. To be a Tree; Enrichment	44. Water Wonders; Part A	60. Publicize It!		Parts B and C
	,	49. Tropical Treehouse; Part A	61. The Closer You Look;		59. Power of Print; Part B
	c. Use underlining,	54. I'd Like to Visit a Place Where;	Enrichment		60. Publicize It!
	quotation marks, or	Parts B and C		3. Explain editorial choices	
	italics to identify titles of	60. Publicize It!		involving mechanics	
	documents	61. The Closer You Look;		g	b. Develop self-monitoring
		Enrichment		D. Spelling	strategies for frequently
	4. Sounds Around; Part D		b. Use parentheses and	Recognize conventional	misspelled words
	9. Planet Diversity; Enrichment		dashes correctly	spelling in and through	
	18. Tale of the Sun; Enrichment		4. Sounds Around; Part D	personal and academic	
		c. Use quotation marks and	7. Habitat Pen Pals	reading	
		commas in dialogue	7. Habitat Pen Pals; Variation	J 3	
	d. Use apostrophes in		8. The Forest of S.T. Shrew;	2. Apply conventional spelling	c. Use suitable traditional and
	contractions and	4. Sounds Around; Part D	Enrichment	in written language	electronic resources as a
	possessives	7. Habitat Pen Pals	9. Planet Diversity; Enrichment	a. Use conventional	spelling aid
	4. Sounds Around; Part D	7. Habitat Pen Pals; Variation	17. People of the Forest; Part A,	spelling in personal	spoming and
	7. Habitat Pen Pals	8. The Forest of S.T. Shrew;	Enrichment	writing	
	7. Habitat Pen Pals; Variation	Enrichment	18. Tale of the Sun; Enrichment	9	17. People of the Forest; Part A,
	8. The Forest of S.T. Shrew;	9. Planet Diversity; Enrichment	33. Forest Consequences;	4. Sounds Around; Part D	Enrichment
	Enrichment	17. People of the forest; Part A,	enrichment	5. Poet-Tree; Parts A, B, Variation,	26. Dynamic Duos; Enrichment
	9. Planet Diversity; Enrichment	Enrichment	44. Water Wonders; Part A	Enrichment	33. Forest Consequences; Enrichment
	18. Tale of the Sun; Enrichment	18. Tale of the Sun; Enrichment	49. Tropical Treehouse; Part A	17. People of the Forest; Part A,	44. Water Wonders; Part A
	44. Water Wonders; Part A		54. I'd Like to Visit a Place Where;	Enrichment	54. I'd Like to Visit a Place Where;
	49. Tropical Treehouse; Part A		Parts B and C	26. Dynamic Duos; Enrichment	Parts B and C
	54. I'd Like to Visit a Place Where;		59. Power of Print; Part B	33. Forest Consequences;	59. Power of Print; Part B
	Parts B and C		60. Publicize It!	Enrichment	60. Publicize It!
	61. The Closer You Look;	d. Use a colon to introduce	61. The Closer You Look;	44. Water Wonders; Part A	
	Enrichment	a list	Enrichment	54. I'd Like to Visit a Place Where;	
	62. To be a Tree; Enrichment			Parts B and C	
	,	4. Sounds Around; Part D		59. Power of Print; Part B	
		7. Habitat Pen Pals		60. Publicize It!	
	e. Use quotation marks and				
	commas in simple	8. The Forest of S.T. Shrew;	c. Use appropriate	b. Develop self-monitoring	
	dialogue and for direct	Enrichment	punctuation for special	strategies for frequently	
	quotations	9. Planet Diversity; Enrichment	formats such as e-mail,	misspelled words	
	4. Sounds Around; Part D	17. People of the forest; Part A,	bulleted lists, letters,	,	
	7. Habitat Pen Pals	Enrichment	memos, citations, and		
	7. Habitat Pen Pals; Variation	18. Tale of the Sun; Enrichment	outlines		
	8. The Forest of S.T. Shrew;	44. Water Wonders; Part A	4. Sounds Around; Part D		
	Enrichment	49. Tropical Treehouse; Part A	7. Habitat Pen Pals	c. Use suitable traditional	

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	9. Planet Diversity; Enrichment	54. I'd Like to Visit a Place Where;	7. Habitat Pen Pals; Variation	and electronic resources	
	18. Tale of the Sun; Enrichment	Parts B and C	9. Planet Diversity; Enrichment	as a spelling aid	
		60. Publicize It!	17. People of the forest; Part A		
	f. Use capital letters	61. The Closer You Look;	18. Tale of the Sun; Enrichment		
	correctly in titles and the	Enrichment	26. Dynamic Duos; Enrichment	17. People of the Forest; Part A,	
	first word in a direct		33. Forest Consequences;	Enrichment	
	quotation		enrichment	26. Dynamic Duos; Enrichment	
	4. Sounds Around; Part D	e. Use quotation marks and	44. Water Wonders; Part A	33. Forest Consequences;	Maintain a personal list of
	7. Habitat Pen Pals	commas in simple	54. I'd Like to Visit a Place Where;	Enrichment	words to use in editing
	7. Habitat Pen Pals; Variation	dialogue and for direct	Parts B and C	44. Water Wonders; Part A	original writing
	8. The Forest of S.T. Shrew;	quotations	59. Power of Print; Part B	49. Tropical Treehouse; Part A	
	Enrichment		60. Publicize It!	54. I'd Like to Visit a Place Where;	
	9. Planet Diversity; Enrichment	4. Sounds Around; Part D		Parts B and C	
	18. Tale of the Sun; Enrichment	7. Habitat Pen Pals	d. Use a colon to introduce	59. Power of Print; Part B	
	44. Water Wonders; Part A	7. Habitat Pen Pals; Variation	a list	60. Publicize It!	
	54. I'd Like to Visit a Place Where;	8. The Forest of S.T. Shrew;			
	Parts B and C	Enrichment	4. Sounds Around; Part D		
	61. The Closer You Look;	9. Planet Diversity; Enrichment	7. Habitat Pen Pals		
	Enrichment	17. People of the Forest; Part A,	7. Habitat Pen Pals; Variation		E. Handanitian
	62. To be a Tree; Enrichment	Enrichment	8. The Forest of S.T. Shrew;		E. Handwriting
	a Indont for norgaronho	18. Tale of the Sun; Enrichment	Enrichment		Produce writing that is legible to the audience.
	g. Indent for paragraphs	49. Tropical Treehouse; Part A	9. Planet Diversity; Enrichment		to the audience
	4. Sounds Around; Part D		17. People of the Forest; Part A, Enrichment		Write fluidly and legibly in manuscript and cursive
	7. Habitat Pen Pals		18. Tale of the Sun; Enrichment		manuscript and cursive
	7. Habitat Pen Pals; Variation		33. Forest Consequences;		4. Sounds Around; Part D
	8. The Forest of S.T. Shrew;		Enrichment		5. Poet-Tree; Parts A, B, Variation,
	Enrichment		49. Tropical Treehouse; Part A		Enrichment
	9. Planet Diversity; Enrichment		54. I'd Like to Visit a Place Where;		17. People of the Forest; Part A,
	18. Tale of the Sun; Enrichment		Parts B and C		Enrichment
	44. Water Wonders; Part A		59. Power of Print; Part B		26. Dynamic Duos; Enrichment
	49. Tropical Treehouse; Part A		60. Publicize It!		33. Forest Consequences; Enrichment
	54. I'd Like to Visit a Place Where;		61. The Closer You Look;		44. Water Wonders; Part A
	Parts B and C	3. Explain editorial choices	Enrichment		54. I'd Like to Visit a Place Where;
	61. The Closer You Look;	involving mechanics			Parts B and C
	Enrichment	Ĭ			59. Power of Print; Part B
	62. To be a Tree; Enrichment	D. Spelling		3. Maintain a personal list of	60. Publicize It!
		Recognize conventional		words to use in editing	
		spelling in and through		original writing	
		personal and academic			b. Use word processing
		reading			technology when
	Explain editorial choices				appropriate
	involving mechanics	2. Apply conventional spelling			4. Sounds Around; Part D
		in written language			5. Poet-Tree; Parts A, B, Variation,
					Enrichment

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		a. Spell grade-appropriate			17. People of the Forest; Part A,
	D. Spelling	high frequency and			Enrichment
	 Recognize conventional 	content words			26. Dynamic Duos; Enrichment
	spelling in and through	2. Get in Touch with Trees; Part B		E. Handwriting	33. Forest Consequences; Enrichment
	personal and academic	4. Sounds Around; Part D		 Produce writing that is 	44. Water Wonders; Part A
	reading	5. Poet-Tree; Parts A, B, Variation,	Explain editorial choices	legible to the audience	54. I'd Like to Visit a Place Where;
		Enrichment	involving mechanics	 a. Write fluidly and legibly 	Parts B and C
	Apply conventional spelling	7. Habitat Pen Pals		in manuscript and	59. Power of Print; Part B
	in written language	7. Habitat Pen Pals; Variation	D. Spelling	cursive	60. Publicize It!
	 Spell grade-appropriate 	8. The Forest of S.T. Shrew;	 Recognize conventional 	4. Sounds Around; Part D	
	high frequency and	Enrichment	spelling in and through	5. Poet-Tree; Parts A, B, Variation,	
	content words	9. Planet Diversity; Enrichment	personal and academic	Enrichment	
	2. Get in Touch with Trees; Part B	17. People of the Forest; Part A,	reading	17. People of the Forest; Part A,	
	4. Sounds Around; Part D	Enrichment		Enrichment	
	5. Poet-Tree; Parts A, B, Variation,	18. Tale of the Sun; Enrichment	Apply conventional spelling	26. Dynamic Duos; Enrichment	
	Enrichment	26. Dynamic Duos; Enrichment	in written language	33. Forest Consequences;	
	7. Habitat Pen Pals	44. Water Wonders; Part A	a. Use conventional	Enrichment	
	7. Habitat Pen Pals; Variation	49. Tropical Treehouse; Part A	spelling in personal	44. Water Wonders; Part A	
	8. The Forest of S.T. Shrew;	54. I'd Like to Visit a Place Where;	writing	54. I'd Like to Visit a Place Where;	
	Enrichment	Parts B and C	2. Get in Touch with Trees; Part B	Parts B and C	
	9. Planet Diversity; Enrichment	60. Publicize It!	4. Sounds Around; Part D	59. Power of Print; Part B	
	18. Tale of the Sun; Enrichment	61. The Closer You Look;	5. Poet-Tree; Parts A, B, Variation,	60. Publicize It!	
	44. Water Wonders; Part A	Enrichment	Enrichment		
	49. Tropical Treehouse; Part A		7. Habitat Pen Pals		
	54. I'd Like to Visit a Place Where;	b. Spell multi-syllabic words	7. Habitat Pen Pals; Variation		
	Parts B and C	with complex spelling	8. The Forest of S.T. Shrew;	b. Use word processing	
	61. The Closer You Look;	patterns	Enrichment	technology when	
	Enrichment		9. Planet Diversity; Enrichment	appropriate	
	62. To be a Tree; Enrichment	4. Sounds Around; Part D	17. People of the Forest; Part A,	4. Sounds Around; Part D	
		5. Poet-Tree; Parts A, B, Variation,	Enrichment	5. Poet-Tree; Parts A, B, Variation,	
	b. Modify spellings when	Enrichment	18. Tale of the Sun; Enrichment	Enrichment	
	adding inflectional	7. Habitat Pen Pals	26. Dynamic Duos; Enrichment	17. People of the Forest; Part A,	
	endings and suffixes	7. Habitat Pen Pals; Variation	44. Water Wonders; Part A	Enrichment	
	A. Caumda Amaund David D	8. The Forest of S.T. Shrew;	49. Tropical Treehouse; Part A	26. Dynamic Duos; Enrichment	
	4. Sounds Around; Part D	Enrichment	54. I'd Like to Visit a Place Where;	33. Forest Consequences;	
	5. Poet-Tree; Parts A, B, Variation,	9. Planet Diversity; Enrichment	Parts B and C	Enrichment	
	Enrichment	17. People of the Forest; Part A,	59. Power of Print; Part B	44. Water Wonders; Part A	
	7. Habitat Pen Pals	Enrichment	60. Publicize It!	54. I'd Like to Visit a Place Where;	
	7. Habitat Pen Pals; Variation	18. Tale of the Sun; Enrichment	61. The Closer You Look;	Parts B and C 59. Power of Print; Part B	
	8. The Forest of S.T. Shrew;	26. Dynamic Duos; Enrichment 44. Water Wonders; Part A	Enrichment	[·	
	Enrichment 9. Planet Diversity; Enrichment	44. Water Wonders; Part A 49. Tropical Treehouse; Part A		60. Publicize It!	
	18. Tale of the Sun; Enrichment	54. I'd Like to Visit a Place Where;	b. Develop self-monitoring		
	44. Water Wonders; Part A	Parts B and C	strategies for frequently		
	44. Water Wonders; Part A 49. Tropical Treehouse; Part A	60. Publicize It!	misspelled words		
	47. HUPICAI HEEHUUSE, PAILA	OU. FUDIICIZE II!	I IIIISSPEIIEU WUIUS	L	

54. If a Like to Visit a Place Where: Parts B and C 61. The Closer You Look; Enrichment 62. To be a Tree; Enrichment 62. To be a Tree; Enrichment 62. To be a Tree; Enrichment 63. The Forest of S.T. Shrew; Enrichment 64. Spell one-syllable and multi-syllable; words with complex spelling patterns such as -iton. 65. Poel-Tree; Parts A, B, Variation, Enrichment 75. Poel-Tree; Parts A, B, Variation, Enrichment 76. Habitat Pen Pals; Variation 86. The Forest of S.T. Shrew; For Parts B and C 76. The Closer You Look; Enrichment 77. Habitat Pen Pals; Variation 87. The Forest of S.T. Shrew; Enrichment 88. The Forest of S.T. Shrew; Enrichment 99. Planet Diversity; Enrichment 99. Planet Diversity Enrichment 99. Planet Diversity Enrichment 99. Planet Diversity; E
Enrichment 62. To be a Tree; Enrichment d. Access resources as a spelling aid (word wall, dictionary, technology) 4. Sounds Around; Part D 5. Poet-Tree; Parts A, B, Variation, Enrichment 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Parts B and C 61. The Closer You Look; Enrichment 62. To be a Tree; Enrichment	original writing	Maintain a personal list of words to use in editing original writing		
	e. Use mnemonic devices to recall frequently misspelled words				
	3. Maintain a personal list of words to use in editing original writing E. Handwriting 1. Produce writing that is legible to the audience	E. Handwriting 1. Produce writing that is legible to the audience a. Write fluidly and legibly in manuscript and cursive 2. Get in Touch with Trees; Part B 4. Sounds Around; Part D 5. Poet-Tree; Parts A, B, Variation, Enrichment 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A, Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 14. Water Wonders; Part A 49. Tropical Treehouse; Part A 54. I'd Like to Visit a Place Where; Parts B and C 60. Publicize It! 61. The Closer You Look; Enrichment	E. Handwriting 1. Produce writing that is legible to the audience a. Write fluidly and legibly in manuscript and cursive 2. Get in Touch with Trees; Part B 4. Sounds Around; Part D 5. Poet-Tree; Parts A, B, Variation, Enrichment 7. Habitat Pen Pals 7. Habitat Pen Pals; Variation 8. The Forest of S.T. Shrew; Enrichment 9. Planet Diversity; Enrichment 17. People of the Forest; Part A, Enrichment 18. Tale of the Sun; Enrichment 18. Tale of the Sun; Enrichment 26. Dynamic Duos; Enrichment 33. Forest Consequences; Enrichment 44. Water Wonders; Part A 49. Tropical Treehouse; Part A 54. I'd Like to Visit a Place Where;		
	legible to the audience a. Maintain accuracy and automaticity in manuscript and cursive	b. Use word processing	Parts B and C 59. Power of Print; Part B 60. Publicize It!		
	writing 2. Get in Touch with Trees; Part B 4. Sounds Around; Part D 5. Poet-Tree; Parts A, B, Variation, Enrichment	technology when appropriate 4. Sounds Around; Part D 5. Poet-Tree; Parts A, B, Variation, Enrichment	61. The Closer You Look; Enrichment		

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	7. Habitat Pen Pals	7. Habitat Pen Pals	b. Use word processing		
	7. Habitat Pen Pals; Variation	7. Habitat Pen Pals; Variation	technology when		
	8. The Forest of S.T. Shrew;	8. The Forest of S.T. Shrew;	appropriate		
	Enrichment	Enrichment	4. Sounds Around; Part D		
	9. Planet Diversity; Enrichment	9. Planet Diversity; Enrichment	5. Poet-Tree; Parts A, B, Variation,		
	18. Tale of the Sun; Enrichment	17. People of the Forest; Part A,	Enrichment		
	44. Water Wonders; Part A	Enrichment	7. Habitat Pen Pals		
	49. Tropical Treehouse; Part A	18. Tale of the Sun; Enrichment	7. Habitat Pen Pals; Variation		
	54. I'd Like to Visit a Place Where;	26. Dynamic Duos; Enrichment	8. The Forest of S.T. Shrew;		
	Parts B and C	44. Water Wonders; Part A	Enrichment		
	61. The Closer You Look;	49. Tropical Treehouse; Part A	9. Planet Diversity; Enrichment		
	Enrichment	54. I'd Like to Visit a Place Where;	17. People of the Forest; Part A,		
	62. To be a Tree; Enrichment	Parts B and C	Enrichment		
		60. Publicize It!	18. Tale of the Sun; Enrichment		
	b. Use word processing	61. The Closer You Look;	26. Dynamic Duos; Enrichment		
	technology when	Enrichment	33. Forest Consequences;		
	appropriate		Enrichment		
	4. Sounds Around; Part D		44. Water Wonders; Part A		
	5. Poet-Tree; Parts A, B, Variation,		49. Tropical Treehouse; Part A		
	Enrichment		54. I'd Like to Visit a Place Where;		
	7. Habitat Pen Pals		Parts B and C		
	7. Habitat Pen Pals; Variation		59. Power of Print; Part B		
	8. The Forest of S.T. Shrew;		60. Publicize It!		
	Enrichment		61. The Closer You Look;		
	9. Planet Diversity; Enrichment		Enrichment		
	18. Tale of the Sun; Enrichment				
	44. Water Wonders; Part A				
	49. Tropical Treehouse; Part A				
	54. I'd Like to Visit a Place Where;				
	Parts B and C				
	61. The Closer You Look;				
	Enrichment				
	62. To be a Tree; Enrichment				

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Listening	A. Listening	A. Listening	A. Listening	A. Listening	A. Listening
Demonstrate active	Demonstrate active	Demonstrate active	1. Apply and demonstrate	1. Apply and demonstrate	1. Apply and demonstrate
listening strategies	listening strategies	listening strategies	listening skills appropriately	listening skills appropriately	listening skills appropriately
			in a variety of settings and	in a variety of settings and	in a variety of settings and
			for a variety of purposes	for a variety of purposes	for a variety of purposes
a. Attend to the speaker	a. Attend to the speaker	a. Attend to the speaker	a. Attend to the speaker	a. Use criteria to evaluate	a. Respond to a speaker's
·	·	·	'	oral presentations such	cues appropriately
	4. Sounds Around; Enrichment	4. Sounds Around; Enrichment	4. Sounds Around; Enrichment	as purpose, delivery	,
	5. Poet-Tree; Part B	5. Poet-Tree; Part B	5. Poet-Tree; Part B	techniques, content,	
	8. The Forest of S.T. Shrew;	8. The Forest of S.T. Shrew;	8. The Forest of S.T. Shrew;	visual aids, body	
	Enrichment	Enrichment	Enrichment	language, and facial	
	9. Planet Diversity	9. Planet Diversity	9. Planet Diversity	expressions	
	11. Can it Be Real? Part A	11. Can it Be Real? Part A	11. Can it Be Real? Part A	72. Air We Breathe; Part C	
b. Ask appropriate	16. Pass the Plants, Please;	16. Pass the Plants, Please;	16. Pass the Plants, Please;	76. Tree Cookies; Enrichment	b. Identify regional and
questions	Enrichment	Enrichment	Enrichment	86. Our Changing World; Part B	social language
	18. Tale of the Sun	17. People of the Forest; Parts A and	17. People of the Forest; Parts A and	92. A Look at Lifestyles; Part B	differences
	40. Then and Now	В	В		
c. Respond appropriately to	40. Then and Now; Enrichment	18. Tale of the Sun	18. Tale of the Sun	b. Gather information from	c. Determine and apply
clarify and understand	42. Sunlight and Shades of Green	40. Then and Now	33. Forest Consequences	listening to a speaker	criteria to evaluate oral
	54. I'd Like to Visit a Place Where;	40. Then and Now; Enrichment	33. Forest Consequences; Variation	16. Pass the Plants, Please;	presentations
	Part C, Enrichment	42. Sunlight and Shades of Green	35. Loving it Too Much; Enrichment	Enrichment	
	55. Planning the Ideal Community;	54. I'd Like to Visit a Place Where;	40. Then and Now	17. People of the Forest; Parts A and	
	Part C, Enrichment	Part C, Enrichment	40. Then and Now; Enrichment	В	
	58. There Ought to be a Law;	55. Planning the Ideal Community;	42. Sunlight and Shades of Green	33. Forest Consequences	
	Enrichment	Part C, Enrichment	54. I'd Like to Visit a Place Where;	33. Forest Consequences; Variation	
	76. Tree Cookies; Enrichment	56. We can Work it Out	Part C, Enrichment	35. Loving it Too Much; Enrichment	
	87. Earth Manners	56. We Can Work it Out; Enrichment	55. Planning the Ideal Community;	40. Then and Now	
		58. There Ought to be a Law;	Part C, Enrichment	40. Then and Now; Enrichment	
		Enrichment	56. We can Work it Out	54. I'd Like to Visit a Place Where;	
		76. Tree Cookies; Enrichment	56. We Can Work it Out; Enrichment	Part C, Enrichment	
		86. Our Changing World; Part B	58. There Ought to be a Law;	55. Planning the Ideal Community;	
		92. A Look at Lifestyles; Part B	Enrichment	Part C, Enrichment	
	b. Ask appropriate		72. Air We Breathe; Part C	56. We can Work it Out	
	questions		76. Tree Cookies; Enrichment	56. We Can Work it Out; Enrichment	
	9. Planet Diversity		86. Our Changing World; Part B	58. There Ought to be a Law;	
	16. Pass the Plants, Please;		92. A Look at Lifestyles; Part B	Enrichment	
	Enrichment			86. Our Changing World; Part B	
	40. Then and New Enrichment	h Ack appropriate		a Usa mamany taohninyas	
	40. Then and Now; Enrichment	b. Ask appropriate		c. Use memory techniques	
2 Comprehend and analyze	54. I'd Like to Visit a Place Where;	questions		for various listening tasks	2 Domonotrato
Comprehend and analyze what is heard	Part C, Enrichment	9. Planet Diversity 16. Pass the Plants, Please;			2. Demonstrate
WHAT IS HEATU	55. Planning the Ideal Community;	For Pass the Plants, Please; Enrichment			comprehension and literary analysis strategies and
	Part C, Enrichment 58. There Ought to be a Law;	54. I'd Like to Visit a Place Where;	b. Ask appropriate		skills for a variety of
	Enrichment	Part C, Enrichment	guestions		listening purposes and
	LIIIGIIIICII	rait G, EIIIIGIIIIGIIL	questions		iisteriiriy purposes ariu

Grade 3		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		76. Tree Cookies; Enrichment	55. Planning the Ideal Community;	16. Pass the Plants, Please;		settings
a.	Determine whether a	,	Part C, Enrichment	Enrichment		a. Evaluate the
	speaker's general		56. We can Work it Out	33. Forest Consequences		effectiveness of the
	purpose is to inform, to	c. Contribute relevant	56. We Can Work it Out; Enrichment	33. Forest Consequences; Variation		elements of the speech
	persuade, or to entertain	comments	58. There Ought to be a Law;	35. Loving it Too Much; Enrichment		or performance or
	•		Enrichment	40. Then and Now		presentation
			76. Tree Cookies; Enrichment	40. Then and Now; Enrichment		·
b.	Identify rhythms and	d. Relate prior knowledge	86. Our Changing World; Part B	54. I'd Like to Visit a Place Where;		b. Interpret the speech or
	patterns of language,	·		Part C, Enrichment		performance or
	including alliteration,	4. Sounds Around; Enrichment	 c. Contribute relevant 	55. Planning the Ideal Community;		presentation
	onomatopoeia, rhyme,	8. The Forest of S.T. Shrew;	comments	Part C, Enrichment		4. Sounds Around; Enrichment
	and repetition	Enrichment		56. We can Work it Out		17. People of the Forest; Parts A and
		9. Planet Diversity		56. We Can Work it Out; Enrichment		В
C.	Demonstrate an	11. Can it Be Real? Part A	d. Relate prior knowledge	58. There Ought to be a Law;		33. Forest Consequences
	understanding of what is	16. Pass the Plants, Please;	4. Sounds Around; Enrichment	Enrichment		33. Forest Consequences; Variation
	heard by retelling, asking	Enrichment	8. The Forest of S.T. Shrew;	72. Air We Breathe; Part C		35. Loving it Too Much; Enrichment
	questions, relating prior	18. Tale of the Sun	Enrichment	76. Tree Cookies; Enrichment	Apply comprehension and	40. Then and Now
	knowledge, and	40. Then and Now	9. Planet Diversity		literary analysis strategies	40. Then and Now; Enrichment
	summarizing	40. Then and Now; Enrichment	11. Can it Be Real? Part A	c. Contribute relevant	and skills for a variety of	54. I'd Like to Visit a Place Where;
		42. Sunlight and Shades of Green	16. Pass the Plants, Please;	comments	listening purposes and	Part C, Enrichment
_	Fallering and of moulting about	54. I'd Like to Visit a Place Where;	Enrichment	33. Forest Consequences; Variation	settings	55. Planning the Ideal Community;
d.	Follow a set of multi-step	Part C, Enrichment	17. People of the Forest; Parts A and B		a Ack relevant avections	Part C, Enrichment 56. We can Work it Out
	directions	55. Planning the Ideal Community; Part C, Enrichment	18. Tale of the Sun	d. Relate prior knowledge	a. Ask relevant questions concerning the speaker's	56. We Can Work it Out:
		58. There Ought to be a Law;	40. Then and Now	4. Sounds Around; Enrichment	content, delivery, and	58. There Ought to be a Law;
		Enrichment	40. Then and Now; Enrichment	8. The Forest of S.T. Shrew;	purpose	Enrichment
		76. Tree Cookies; Enrichment	42. Sunlight and Shades of Green	Enrichment	purpose	76. Tree Cookies; Enrichment
		87. Earth Manners	54. I'd Like to Visit a Place Where;	9. Planet Diversity		86. Our Changing World; Part B
		or. Earth Mariners	Part C, Enrichment	11. Can it Be Real? Part A	b. Determine a speaker's	92. A Look at Lifestyles; Part B
			55. Planning the Ideal Community;	16. Pass the Plants, Please;	purpose and viewpoint	72. 71 200K at 2.1100ty1007 Tant B
			Part C, Enrichment	Enrichment	parpose and viewpoint	
			56. We can Work it Out	17. People of the Forest; Parts A and	33. Forest Consequences	
			56. We Can Work it Out; Enrichment	В	33. Forest Consequences; Variation	
			58. There Ought to be a Law;	18. Tale of the Sun	35. Loving it Too Much; Enrichment	c. Analyze a speaker's
			Enrichment	35. Loving it Too Much; Enrichment	56. We can Work it Out	purpose and viewpoint
e.	Listen carefully to		76. Tree Cookies; Enrichment	40. Then and Now	56. We Can Work it Out; Enrichment	
	expand and enrich		86. Our Changing World; Part B	40. Then and Now; Enrichment	58. There Ought to be a Law;	
	vocabulary		92. A Look at Lifestyles; Part B	42. Sunlight and Shades of Green	Enrichment	
				54. I'd Like to Visit a Place Where;		
				Part C, Enrichment		
				55. Planning the Ideal Community;		
				Part C, Enrichment	c. Interpret the speech or	d. Identify and evaluate a
				56. We can Work it Out	performance or	speaker's stylistic
				56. We Can Work it Out; Enrichment	presentation	devices such as clear
				58. There Ought to be a Law;	4. Sounds Around; Enrichment	organization, clear

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
f. Make judgments based	2. Comprehend and analyze		Enrichment	17. People of the Forest; Parts A and	viewpoint, use of
on information from the	what is heard		72. Air We Breathe; Part C	В	support, language
speaker			76. Tree Cookies; Enrichment	33. Forest Consequences	appropriate to audience,
			86. Our Changing World; Part B	33. Forest Consequences; Variation	topic appropriate to
			92. A Look at Lifestyles; Part B	35. Loving it Too Much; Enrichment	audience
				40. Then and Now	
	a. Determine speaker's			40. Then and Now; Enrichment	
	purpose			54. I'd Like to Visit a Place Where;	
			e. Use note taking to assist	Part C, Enrichment	
			listening when	55. Planning the Ideal Community;	
			appropriate	Part C, Enrichment	e. Evaluate a speaker's
		Comprehend and analyze	40. Then and Now	56. We can Work it Out	credibility such as bias,
	b. Identify how the	what is heard	40. Then and Now; Enrichment	56. We Can Work it Out; Enrichment	hidden agendas, use of
	language of the			58. There Ought to be a Law;	research/information
	presentation contributes		f. Maintain visual contact	Enrichment	from reliable sources
	to effect and meaning		with the speaker	76. Tree Cookies; Enrichment	
	4. Sounds Around; Enrichment		8. The Forest of S.T. Shrew;	86. Our Changing World; Part B	
		a. Determine speaker's	Enrichment		
	c. Demonstrate an	purpose	9. Planet Diversity		
	understanding of what is	56. We can Work it Out	11. Can it Be Real? Part A		f. Explain and support a
	heard by retelling, asking	56. We Can Work it Out; Enrichment	16. Pass the Plants, Please;		personal response to an
	questions, relating prior	58. There Ought to be a Law;	Enrichment	d. Make inferences or draw	oral presentation
	knowledge, and	Enrichment	17. People of the Forest; Parts A and	conclusions based on the	
	summarizing		В	presentation	
	9. Planet Diversity		18. Tale of the Sun		
	11. Can it Be Real? Part A		33. Forest Consequences	17. People of the Forest; Parts A and	
	16. Pass the Plants, Please;		33. Forest Consequences; Variation	B	
	Enrichment	b. Identify how the	35. Loving it Too Much; Enrichment	33. Forest Consequences	
	18. Tale of the Sun	language of the	40. Then and Now	33. Forest Consequences; Variation	
	40. Then and Now	presentation contributes	40. Then and Now; Enrichment	35. Loving it Too Much; Enrichment	
	40. Then and Now; Enrichment	to effect and meaning	42. Sunlight and Shades of Green	40. Then and Now	
	42. Sunlight and Shades of Green		54. I'd Like to Visit a Place Where;	40. Then and Now; Enrichment	
	54. I'd Like to Visit a Place Where;	4. Sounds Around; Enrichment	Part C, Enrichment	54. I'd Like to Visit a Place Where;	
	Part C, Enrichment	F	55. Planning the Ideal Community;	Part C, Enrichment	
	55. Planning the Ideal Community;	c. Elaborate on the	Part C, Enrichment	55. Planning the Ideal Community;	
	Part C, Enrichment	information and ideas	56. We can Work it Out	Part C, Enrichment	
	58. There Ought to be a Law;	presented	56. We Can Work it Out; Enrichment	56. We can Work it Out	
	Enrichment		58. There Ought to be a Law;	56. We Can Work it Out; Enrichment	
	76. Tree Cookies; Enrichment		Enrichment	58. There Ought to be a Law;	
	87. Earth Manners		72. Air We Breathe; Part C	Enrichment	
	d. Follow a set of multi-step		76. Tree Cookies; Enrichment	72. Air We Breathe; Part C	
	directions	d Draw canclusions based	86. Our Changing World; Part B	76. Tree Cookies; Enrichment	
		d. Draw conclusions based	92. A Look at Lifestyles; Part B	86. Our Changing World; Part B	
		on the information		92. A Look at Lifestyles; Part B	
		presented			

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	e. Listen carefully to expand and enrich vocabulary f. Make judgments based on information from the speaker output f. Make judgments based on information from the speaker	9. Planet Diversity 17. People of the Forest; Parts A and B 18. Tale of the Sun 40. Then and Now 40. Then and Now; Enrichment 54. I'd Like to Visit a Place Where; Part C, Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. We can Work it Out; Enrichment 58. There Ought to be a Law; Enrichment 76. Tree Cookies; Enrichment 86. Our Changing World; Part B 92. A Look at Lifestyles; Part B 92. A Look at Lifestyles; attitude through verbal and non-verbal cues such as tone of voice, inflections, and facial expressions	g. Maintain focus by identifying and managing barriers to listening 2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings a. Elaborate on the information and ideas presented 17. People of the Forest; Parts A and B 18. Tale of the Sun 35. Loving it Too Much; Enrichment 40. Then and Now 40. Then and Now; Enrichment 54. I'd Like to Visit a Place Where; Part C, Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. We can Work it Out 56. We Can Work it Out; Enrichment 58. There Ought to be a Law; Enrichment 72. Air We Breathe; Part C 76. Tree Cookies; Enrichment 86. Our Changing World; Part B 92. A Look at Lifestyles; Part B	e. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery as well as its overall impact upon the listeners	

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			B 18. Tale of the Sun 33. Forest Consequences 33. Forest Consequences; Variation 35. Loving it Too Much; Enrichment 40. Then and Now 40. Then and Now; Enrichment 54. I'd Like to Visit a Place Where; Part C, Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. We can Work it Out 56. We Can Work it Out; Enrichment 58. There Ought to be a Law; Enrichment 72. Air We Breathe; Part C 76. Tree Cookies; Enrichment 86. Our Changing World; Part B 92. A Look at Lifestyles; Part B		
			c. Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, body language, and facial expressions		
			d. Explain how the effects of language contribute to meaning		
			4. Sounds Around; Enrichment		
			e. Provide constructive feedback to speakers		

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			concerning the delivery as well as its overall impact upon the listeners		
			as well as its overall		
			impact upon the listeners		
			' '		

Grad	le 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Speaking	A. Speaking	A. Speaking	A. Speaking	A. Speaking	A. Speaking
	Use organization and delivery	Use organization and delivery	Use organization and delivery	Demonstrate appropriate	1. Demonstrate	1. Demonstrate
	strategies at an appropriate	strategies at an appropriate	strategies at an appropriate	organizational strategies and	appropriate	appropriate
	level	level	level	delivery techniques to plan	organizational	organizational
	a. Speak clearly enough to be	a. Demonstrate appropriate	a. Demonstrate appropriate	for a variety of oral	strategies and delivery	strategies and delivery
	heard and understood in a	volume, articulation,	volume, articulation,	presentation purposes	techniques to plan for a	techniques to plan for a
	variety of situations for a	enunciation, intonation,	enunciation, intonation,	a. Identify the purpose,	variety of oral	variety of oral
	variety of purposes	pacing, timing, and stress	pacing, timing, and stress	audience, and setting for	presentation purposes	presentation purposes
	,	4. Sounds Around, Part B	4. Sounds Around; Part B	a presentation	a. Select the purpose	a. Refine a
		9. Planet Diversity	9. Planet Diversity	9. Planet Diversity	and format for an	presentation using
	b. Use appropriate non-verbal	11. Can it Be Real? Part B	11. Can it Be Real? Part B	11. Can it Be Real? Part B	oral presentation	varied media
	techniques to enhance	16. Pass the Plants, Please; Enrichment	16. Pass the Plants, Please; Enrichment	16. Pass the Plants, Please;	16. Pass the Plants, Please;	33. Forest Consequences
	communication	40. Then and Now	17. People of the Forest; Part A and B	Enrichment	Enrichment	33. Forest Consequences;
	Posture	40. Then and Now; Enrichment	40. Then and Now	17. People of the Forest; Part A and B	17. People of the Forest; Part A	Enrichment
	 Eye contact 	55. Planning the Ideal Community; Part	40. Then and Now; Enrichment	33. Forest Consequences	and B	40. Then and Now; Enrichment
	 Facial expressions 	C, Enrichment	55. Planning the Ideal Community; Part	33. Forest Consequences;	33. Forest Consequences	55. Planning the Ideal
	Gestures	58. There Ought to be a Law	C, Enrichment	Enrichment	33. Forest Consequences;	Community; Part C, Enrichment
			56. Planning the Ideal Community	55. Planning the Ideal Community;	Enrichment	56. Planning the Ideal
		b. Demonstrate appropriate	58. There Ought to be a Law	Part C, Enrichment	40. Then and Now; Enrichment	Community
		timing	86. Our Changing World; Part B	56. Planning the Ideal Community	55. Planning the Ideal	58. There Ought to be a Law
		Fluency		58. There Ought to be a Law	Community; Part C, Enrichment	72. Air We Breathe; Part C
		Pacing		72. Air We Breathe; Part C	56. Planning the Ideal	86. Our Changing World; Part B
		 Rate 	b. Demonstrate appropriate	86. Our Changing World; Part B	Community	
			timing		58. There Ought to be a Law	
		4. Sounds Around; Part B	 Fluency 	b. Identify the needs and	72. Air We Breathe; Part C	b. Uses a combination
		9. Planet Diversity	Pacing	perspectives of the	86. Our Changing World; Part B	of organizational
		11. Can it Be Real? Part B	 Rate 	audience		structures such as
		16. Pass the Plants, Please; Enrichment		,, .,	b. Evaluate the needs	narrative, cause and
		40. Then and Now	4. Sounds Around; Part B	9. Planet Diversity	and perspectives of	effect,
		40. Then and Now; Enrichment	9. Planet Diversity	11. Can it Be Real? Part B	the audience	chronological/seque
		55. Planning the Ideal Community; Part	11. Can it Be Real? Part B	16. Pass the Plants, Please;		ntial order,
		C, Enrichment	16. Pass the Plants, Please; Enrichment	Enrichment	33. Forest Consequences	description, main
			17. People of the Forest; Part A and B	17. People of the Forest; Part A and B	33. Forest Consequences;	idea with supporting
			40. Then and Now	33. Forest Consequences	Enrichment	details,
			40. Then and Now; Enrichment	33. Forest Consequences;	40. Then and Now; Enrichment	problem/solution,
			55. Planning the Ideal Community; Part	Enrichment	55. Planning the Ideal	question/answer,
			C, Enrichment	40. Then and Now; Enrichment	Community; Part C, Enrichment	comparison and
			56. Planning the Ideal Community	55. Planning the Ideal Community;	56. Planning the Ideal	contrast, making
			58. There Ought to be a Law	Part C, Enrichment	Community	appropriate
			86. Our Changing World; Part B	56. Planning the Ideal Community	58. There Ought to be a Law	transitions within a
		c. Use appropriate non-verbal		58. There Ought to be a Law	86. Our Changing World; Part B	presentation
		techniques to enhance		86. Our Changing World; Part B		c. Speak to persuade
		communication				c. Speak to persuade by including a well-
		• Posture				defined thesis,
		Eye contact				differentiating fact
		Facial expressions				from opinion, and
		 Gestures 				support arguments
						Support arguments

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
 2. Make oral presentations a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories b. State a position and support it with reasons c. Participate in dramatic presentations d. Plan and deliver effective oral presentations e. Use props when appropriate 	 4. Sounds Around; Part B 9. Planet Diversity 11. Can it Be Real? Part B 16. Pass the Plants, Please; Enrichment 40. Then and Now 40. Then and Now; Enrichment 55. Planning the Ideal Community; Part C, Enrichment 58. There Ought to be a Law 2. Make oral presentations a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories 9. Planet Diversity 11. Can it Be Real? Part B 16. Pass the Plants, Please; Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. We Can Work it Out 58. There Ought to Be a Law 	c. Use appropriate non-verbal techniques to enhance communication • Posture • Eye contact • Facial expressions • Gestures 4. Sounds Around; Part B 9. Planet Diversity 11. Can it Be Real? Part B 16. Pass the Plants, Please; Enrichment 17. People of the Forest; Part A and B 40. Then and Now 40. Then and Now; Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. Planning the Ideal Community 58. There Ought to be a Law 86. Our Changing World; Part B	c. Select and plan for appropriate use of visual aids 9. Planet Diversity 11. Can it Be Real? Part B 16. Pass the Plants, Please; Enrichment 17. People of the Forest; Part A and B 33. Forest Consequences; Enrichment 40. Then and Now; Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. Planning the Ideal Community 58. There Ought to be a Law 72. Air We Breathe; Part C 86. Our Changing World; Part B 16. Pass the Plants, Please; Enrichment 17. People of the Forest; Part A and B 33. Forest Consequences 33. Forest Consequences; Enrichment 40. Then and Now; Enrichment 55. Planning the Ideal Community; Part C, Enrichment 56. Planning the Ideal Community; Part C, Enrichment 57. Planning the Ideal Community 58. There Ought to be a Law 79. Air We Breathe; Part C 86. Our Changing World; Part B	c. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements d. Use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, and contrast that are appropriate to the purpose and topic	with detailed evidence, examples, reasoning and persuasive language

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	72. Air We Breathe; Part C	a. Speak in a variety of			
	86. Our Changing World; Part B	situations to inform and/or			
	b. State a position and support	relate experiences, including			
	it with reasons	retelling stories			
		9. Planet Diversity			
	c. Participate in dramatic	11. Can it Be Real? Part B			
	presentations	16. Pass the Plants, Please; Enrichment			
	F. 33 3	17. People of the Forest; Parts A and B			
	d. Plan and deliver effective	55. Planning the Ideal Community; Part	e. Gather/construct		
	oral presentations	C, Enrichment	adequate support		
	9. Planet Diversity	56. We Can Work it Out	adoquate support		
	11. Can it Be Real? Part B	58. There Ought to Be a Law	f. Identify and use a variety		
	16. Pass the Plants, Please; Enrichment	72. Air We Breathe; Part C	of organization structures		
	55. Planning the Ideal Community; Part	86. Our Changing World; Part B	such as narrative, cause		
	C, Enrichment	Total Granging World, Full D	and effect, chronological		
	56. We Can Work it Out	b. State a position and support	order, description, main		
	58. There Ought to Be a Law	it with reasons	idea and detail,		
	72. Air We Breathe; Part C	it with reasons	problem/solution,		
	86. Our Changing World; Part B	c. Participate in dramatic	question/answer,		
	ou. Our changing world, I are b	presentations	comparison and contrast		
	e. Use props when appropriate	17. People of the Forest; Enrichment	Companson and Contrast		
	c. Osc props when appropriate	17. Teople of the Forest, Entremment			
	9. Planet Diversity	d. Plan and deliver effective			
	11. Can it Be Real? Part B	oral presentations			
	16. Pass the Plants, Please; Enrichment	9. Planet Diversity			
	55. Planning the Ideal Community; Part	11. Can it Be Real? Part B			
	C, Enrichment	16. Pass the Plants, Please; Enrichment			
	56. We Can Work it Out	17. People of the Forest; Parts A and B			
	58. There Ought to Be a Law	55. Planning the Ideal Community; Part			
	72. Air We Breathe; Part C	C, Enrichment			
	86. Our Changing World; Part B	56. We Can Work it Out			
	ou. Our changing world, I art B	58. There Ought to Be a Law			
		72. Air We Breathe; Part C			
		86. Our Changing World; Part B			
		00. Our Changing World, Falt B			
		e. Use props when appropriate			
		9. Planet Diversity			
		11. Can it Be Real? Part B			
		16. Pass the Plants, Please; Enrichment			
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		17. People of the Forest; Parts A, B,			
		Enrichment 55. Planning the Ideal Community; Part			
		C, Enrichment			
		•			
		56. We Can Work it Out			
		58. There Ought to Be a Law			
		72. Air We Breathe; Part C			
		86. Our Changing World; Part B			