

1: The Shape of Things

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

2: Get In Touch With Trees

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:EW:4 Poetry *In writing poetry, use language effectively by...*

- 1 — Selecting vocab according to purpose and for effect
- 2 — Using rhyme, rhythm, meter literary elements

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

3: Peppermint Beetle

NONE

4: Sounds Around

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions

4: Sounds Around (cont.)

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

5: Poet-Tree

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:EW:3 Poetry

- 1 — Writing poems in a variety of voices for a variety of audiences
- 2 — Writing poems that express speaker's moods, thoughts or feelings
- 3 — Choosing additional text to achieve impact (poem types)

W:EW:4 Poetry *In writing poetry, use language effectively by...*

- 1 — Selecting vocab according to purpose and for effect
- 3 — Selecting and manipulating words/phrases for meaning and impact

W:EW:5 Reflective Essay

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:V:2 Breadth of Vocabulary

- 3 — Organizing words by category, function or feature (properties)

R:LT:1 Literary Texts

- 4 — Distinguishing type of text (poetry, plays, fiction, historical fiction, mysteries etc.)

6: Picture This!

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

6: Picture This! (cont.)

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

R:V:2 Breadth of Vocabulary

- 3 — Organizing words by category, function or feature (properties)

7: Habitat Pen Pals

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

W:EW:2 Narrative Writing – Creating a Story Line and Applying Narrative Strategies

- 1 — Using relevant and descriptive detail to advance plot/story line
- 2 — Using dialogue to advance plot/story line
- 3 — Developing characters through description, dialogue and actions
- 4 — Using voice appropriate to purpose
- 5 — Maintaining a focus
- 6 — Selecting and elaborating important ideas and excluding extraneous details
- 7 — Controlling the pace of a story through sentence length and Punctuation

8: The Forest of S.T. Shrew

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

8: The Forest of S.T. Shrew (cont.)

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions

R:LT:1 Initial Understanding of Literary Texts

- 1 — Identify/describe characters, setting, plot, changes in character over time
- 2 — Summarize key ideas/plot with events sequenced
- 3 — Generating questions before, during, and after reading
- 4 — Distinguishing type of text (poetry, plays, fiction, historical fiction, mysteries etc.)

R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence

- 1 — Making predictions about what will happen next
- 2 — Characteristics of characters
- 3 — Making inferences about problem, conflict or solution or relationships

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

9: Planet Diversity

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

9: Planet Diversity (cont.)

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion
- 4 — Providing effective and appropriate feedback
- 5 — Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
- 6 — Using tools of technology to enhance message

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 2 — Analyzing a condition or situation of significance (reflection)
- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

R:IT:1 Initial Understanding of Informational Texts

- 4 — Generating questions before, during, and after reading

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 5 — Making inferences about causes or effects (what probably caused this...?)

9: Planet Diversity (cont.)

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

10: Charting Diversity

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

R:WID:1 Word Identification Skills and Strategies

- 1 — Identifying words using sounds, syllable types and word patterns (ex. Match words to pictures, or words to words with similar sounds)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 3 — Gathering, organizing and interpreting information

11: Can It Be Real?

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea
- 2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)
- 3 — Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)
- 4 — Commenting on the significance of information

11: Can It Be Real? (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:LT:1 Initial Understanding of Literary Texts

- 4 — Distinguishing type of text (poetry, plays, fiction, historical fiction, mysteries etc.)

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

12: Invasive Species

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea
- 2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)

12: Invasive Species (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information

13: We All Need Trees

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

13: We All Need Trees (cont.)

- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

14: Renewable or Not?

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting

14: Renewable or Not? (cont.)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

15: A Few of My Favorite Things

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:IT:1 Initial Understanding of Informational Texts

- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting

16: Pass the Plants, Please

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

16: Pass the Plants, Please (cont.)

R:IT:1 Initial Understanding of Informational Texts

- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

17: People of the Forest

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)
- 2 — Writing an introduction and selecting appropriate information to set context

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

17: People of the Forest (cont.)

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting
- 4 — Generating questions before, during, and after reading

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 3 — Drawing inferences or conclusions
- 5 — Making inferences about causes or effects (what probably caused this...?)

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3: Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

18: Tale of the Sun

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message

18: Tale of the Sun (cont.)

W:OC:1 Interactive Listening (cont.)

- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

R:LT:1 Initial Understanding of Literary Texts

- 1 — Identify/describe characters, setting, plot, changes in character over time
- 2 — Summarize key ideas/plot with events sequenced
- 3 — Generating questions before, during, and after reading
- 4 — Distinguishing type of text (poetry, plays, fiction, historical fiction, mysteries etc.)
- 5 — Identifying literary devices as appropriate to genre (imagery, metaphors, rhyme, dialogue, etc.)

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)
- 3 — Drawing inferences or conclusions
- 4 — Distinguishing facts from opinion in texts
- 5 — Making inferences about causes or effects (what probably caused this...?)

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

18: Tale of the Sun (cont.)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

19: Viewpoints on the Line

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

20: Environmental Exchange Box

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

21: Adopt a Tree

- W:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
- 1 — Organizing ideas and concepts (sorting, procedures, discussion)
- W:SL:1** Applying Understanding of Sentences, Paragraphs, Text Structures
- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.
- W:OC:1** Interactive Listening
- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
 - 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
 - 3 — Identifying essential elements, interpreting or evaluating the message
 - 4 — Group participation and respecting group dynamics
 - 5 — Reaching consensus to solve problems, make decisions or achieve a goal
- W:HW:2** Writing Extensively
- 1 — Writing with frequency, (in and out of school and during summer)
 - 2 — Sharing thoughts, observations and impressions
 - 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

22: Trees as Habitats

- W:OC:1** Interactive Listening
- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
 - 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- R:WID:1** Word Identification Skills and Strategies
- 1 — Identifying words using sounds, syllable types and word patterns (ex. Match words to pictures, or words to words with similar sounds)
- R:IT:1** Initial Understanding of Informational Texts
- 2 — Answer questions with explicitly stated information from text

23: The Fallen Log

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

24: Nature's Recyclers

W:HW:2 Writing Extensively

- 1 — Writing with frequency, (in and out of school and during summer)
- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

24: Nature's Recyclers (cont.)

W;OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

25: Birds and Worms

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics

26: Dynamic Duos

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- 4 — Writing in a variety of genres

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 3 — Drawing inferences or conclusions
- 5 — Making inferences about causes or effects (what probably caused this...?)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

27: Every Tree for Itself

W;OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

28: Air Plants

NONE

29: Rain Reasons

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions

W;OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

30: Three Cheers for Trees

NONE

31: Plant a Tree

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

32: A Forest of Many Uses

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

33: Forest Consequences

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 3 — Identifying essential elements, interpreting or evaluating the message
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 2 — Using verbal and nonverbal skills in maintaining a focus

34: Who Works In This Forest?

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

34: Who Works In This Forest? (cont.)

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

35: Loving It Too Much

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 2 — Analyzing a condition or situation of significance (reflection)
- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W;OC:2 Make Oral Presentation

- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

35: Loving It Too Much (cont.)

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

36: Pollution Search

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 3 — Identifying essential elements, interpreting or evaluating the message

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

37: Reduce, Reuse, Recycle

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

38: Every Drop Counts

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:IT:1 Initial Understanding of Informational Texts

- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

39: Energy Sleuths

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

40: Then and Now

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea
- 2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)
- 3 — Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)
- 4 — Commenting on the significance of information

40: Then and Now (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information

41: How Plants Grow

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

41: How Plants Grow (cont.)

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

42: Sunlight and Shades of Green

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

43: Have Seeds, Will Travel

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

44: Water Wonders

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

44: Water Wonders (cont.)

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:WID:1 Word Identification Skills and Strategies

- 1 — Identifying words using sounds, syllable types and word patterns (ex. Match words to pictures, or words to words with similar sounds)

45: Web of Life

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea

45: Web of Life (cont.)

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

46: School Yard Safari

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 6 — Using tools of technology to enhance message

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)

47: Are Vacant Lots Vacant?

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 2 — Using verbal and nonverbal skills in maintaining a focus

48: Field, Forest, and Stream

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

49: Tropical Treehouse

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

49: Tropical Treehouse (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea
- 2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

50: 400-Acre Wood

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

50: 400-Acre Wood (cont.)

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

51: Make Your Own Paper

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

52: A Look At Aluminum

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

53: On the Move

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

W:OC:2 Make Oral Presentation

- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

54: I'd Like to Visit a Place Where...

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea
- 2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)
- 4 — Commenting on the significance of information

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

54: I'd Like to Visit a Place Where...(cont.)

R:WID:1 Word Identification Skills and Strategies

- 1 — Identifying words using sounds, syllable types and word patterns (ex. Match words to pictures, or words to words with similar sounds)

55: Planning the Ideal Community

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

56: We Can Work It Out

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

56: We Can Work It Out (cont.)

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion
- 6 — Using tools of technology to enhance message

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)
- 3 — Drawing inferences or conclusions
- 4 — Distinguishing facts from opinion in texts
- 5 — Making inferences about causes or effects (what probably caused this...?)

57: Democracy in Action

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

57: Democracy in Action (cont.)

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

58: There Ought to Be A Law

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

- 2 — Making inferences about content, events, characters, setting or common themes
- 3 — Using specific details and references to text to support focus or judgment

W:IW:3 Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

- 1 — Including facts and details relevant to focused idea
- 2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)
- 3 — Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)
- 4 — Commenting on the significance of information

58: There Ought to Be A Law (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion
- 4 — Providing effective and appropriate feedback
- 5 — Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
- 6 — Using tools of technology to enhance message

59: Power of Print

W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

- 2 — Making inferences about content, events, characters, setting or common themes

W:EW:4 Poetry In writing poetry (**song**), use language effectively by...

- 1 — Selecting vocab according to purpose and for effect
- 2 — Using rhyme, rhythm, meter literary elements
- 3 — Selecting and manipulating words/phrases for meaning and impact

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

59: Power of Print (cont.)

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 1 — Engaging the reader by establishing context
- 2 — Analyzing a condition or situation of significance (reflection)
- 3 — Using and organizational structure that allows progression of ideas to develop
- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 5 — Providing closure by leaving the reader with something to think about

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)
- 3 — Drawing inferences or conclusions
- 4 — Distinguishing facts from opinion in texts
- 5 — Making inferences about causes or effects (what probably caused this...?)

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

59: Power of Print (cont.)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

60: Publicize It!

W:HW:1 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 6 — Using tools of technology to enhance message

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

61: The Closer You Look

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

61: The Closer You Look (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

62: To Be A Tree

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:EW:4 Poetry In writing poetry (**song**), use language effectively by...

- 1 — Selecting vocab according to purpose and for effect
- 2 — Using rhyme, rhythm, meter literary elements
- 3 — Selecting and manipulating words/phrases for meaning and impact

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

63: Tree Factory

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

W:OC:2 Make Oral Presentation

- 6 — Using tools of technology to enhance message

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

64: Looking at Leaves

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:WID:1 Word Identification Skills and Strategies

- 1 — Identifying words using sounds, syllable types and word patterns (ex. Match words to pictures, or words to words with similar sounds)

65: Bursting Buds

NONE

66: Germinating Giants

NONE

67: How Big Is Your Tree?

NONE

68: Name That Tree

NONE

69: Forest for the Trees

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)

70: Soil Stories

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 5 — Making inferences about causes or effects (what probably caused this...?)

71: Watch on Wetlands

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- 4 — Writing in a variety of genres

71: Watch on Wetlands (cont.)

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 4 — Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure)

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

W:IW:2 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Establishing a topic
- 2 — Stating and maintaining a focus
- 3 — Writing with a sense of audience when appropriate
- 4 — Establishing an authoritative voice
- 5 — Using precise and descriptive language that clarifies and supports intent

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion
- 5 — Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

72: Air We Breathe

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 2 — Analyzing a condition or situation of significance (reflection)
- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

73: Waste Watchers

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

74: People, Places, Things

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

75: Tipi Talk

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)

75: Tipi Talk (cont.)

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information

76: Tree Cookies

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 4 — Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 3 — Using and organizational structure that allows progression of ideas to develop
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

76: Tree Cookies (cont.)

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

77: Trees in Trouble

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 2 — Analyzing a condition or situation of significance (reflection)
- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

78: Signs of Fall

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

79: Tree Lifecycle

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

80: Nothing Succeeds Like Succession

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting

81: Living with Fire

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

81: Living with Fire (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

82: Resource-Go-Round

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

83: A Peek at Packaging

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

84: The Global Climate

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion
- 4 — Providing effective and appropriate feedback

84: The Global Climate (cont.)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)
- 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)
- 3 — Drawing inferences or conclusions
- 5 — Making inferences about causes or effects (what probably caused this...?)

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

85: In the Driver's Seat

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

86: Our Changing World

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 2 — Analyzing a condition or situation of significance (reflection)
- 3 — Using and organizational structure that allows progression of ideas to develop
- 4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)
- 6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

W:IW:1 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Organizing ideas and concepts (sorting, procedures, discussion)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing

86: Our Changing World (cont.)

W:OC:2 Make Oral Presentation (cont.)

- 2 — Using verbal and nonverbal skills in maintaining a focus
- 3 — Telling stories with smooth transition, supporting details and coherent conclusion
- 4 — Providing effective and appropriate feedback
- 5 — Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
- 6 — Using tools of technology to enhance message

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

87: Earth Manners

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text

87: Earth Manners (cont.)

R:IT:1 Initial Understanding of Informational Texts

- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences

88: Life on the Edge

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:OC:2 Make Oral Presentation

- 6 — Using tools of technology to enhance message

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

89: Trees for Many Reasons

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

R:LT:1 Initial Understanding of Literary Texts

- 1 — Identify/describe characters, setting, plot, changes in character over time
- 2 — Summarize key ideas/plot with events sequenced

89: Trees for Many Reasons (cont.)

R:LT:1 Initial Understanding of Literary Texts (cont.)

- 3 — Generating questions before, during, and after reading

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text

90: Native Ways

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:IW:2 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

- 1 — Establishing a topic
- 2 — Stating and maintaining a focus
- 5 — Using precise and descriptive language that clarifies and supports intent

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 1 — Connecting information in/across texts (combining or comparing)

R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence

- 2 — Characteristics of characters
- 3 — Making inferences about problem, conflict or solution or relationships
- 4 — Identifying narrator
- 5 — Identifying message/theme

90: Native Ways (cont.)

R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence (cont.)

- 6 — Identifying cause/effect, motive (possible, inferred)
- 7 — Identifying cause/effect, motive (explicitly stated)

R;B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

91: In the Good Old Days

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

- 2 — Making inferences about content, events, characters, setting or common themes
- 3 — Using specific details and references to text to support focus or judgment

R:LT:1 Initial Understanding of Literary Texts

- 2 — Summarize key ideas/plot with events sequenced
- 4 — Distinguishing type of text (poetry, plays, fiction, historical fiction, mysteries, etc.)
- 5 — Identifying literary devices as appropriate to genre (imagery, metaphors, rhyme, dialogue, etc.)

91: In the Good Old Days (cont.)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

92: A Look at Lifestyles

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

W:HW:2 Writing Extensively

- 1 — Writing with frequency, (in and out of school and during summer)
- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information

92: A Look at Lifestyles (cont.)

R:B:3 Reading for Research Across Content Areas (cont.)

- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

93: Paper Civilizations

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text
- 3 — Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

94: By the Rivers of Babylon

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

94: By the Rivers of Babylon (cont.)

W:OC:1 Interactive Listening (cont.)

- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

R:IT:1 Initial Understanding of Informational Texts

- 2 — Answer questions with explicitly stated information from text

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

- 2 — Answer questions with explicitly stated information from text
- 5 — Distinguishing type of text like reference and practical/functional

95: Did You Notice?

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:EW:5 Reflective Essay: Students explore and share thoughts, observations, and impressions by...

- 2 — Analyzing a condition or situation of significance (reflection)
- 3 — Using and organizational structure that allows progression of ideas to develop

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

95: Did You Notice? (cont.)

W:OC:2 Make Oral Presentation

- 6 — Using tools of technology to enhance message

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:B:2 Participating in Literate Community

- 1 — Self-selecting reading materials aligned with ability and interest
- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

96: Improve Your Place

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus
- 6 — Using tools of technology to enhance message

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)