

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>B. Phonics</b></p> <p>1. Use a variety of phonetic skills to read unfamiliar words</p> <p>a. Apply phonics skills</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Hard and soft consonants</i></li> <li>➤ <i>Initial consonant blends (2 letters)</i></li> <li>➤ <i>Vowel patterns</i></li> <li>➤ <i>Short vowels</i></li> <li>➤ <i>R-controlled vowels</i></li> <li>➤ <i>Digraphs</i></li> <li>➤ <i>Final consonants</i></li> <li>➤ <i>Diphthongs</i></li> </ul> <p>2. Decode words in grade-level texts</p> <p>a. Sound out common word parts</p> <p>b. Break words into familiar parts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Compound or other multi-syllabic words</i></li> <li>➤ <i>Contractions</i></li> <li>➤ <i>Possessives</i></li> <li>➤ <i>Inflectional endings</i></li> <li>➤ <i>Word roots/base words</i></li> <li>➤ <i>Prefixes</i></li> <li>➤ <i>Suffixes</i></li> </ul> <p>c. Use word meanings and order in sentences to confirm decoding efforts</p>	<p><b>B. Phonics</b></p> <p>1. Use a variety of phonetic skills to read unfamiliar words</p> <p>a. Apply phonics skills</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Initial and final consonant blends (3 letters)</i></li> <li>➤ <i>Vowel patterns</i></li> <li>➤ <i>Long and short vowels</i></li> <li>➤ <i>Irregular/silent consonant sounds</i></li> <li>➤ <i>R-controlled vowels</i></li> <li>➤ <i>Digraphs</i></li> <li>➤ <i>Diphthongs</i></li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>13. <i>We All Needs Trees; Part B</i></p> <p>18. <i>Tale of the Sun</i></p>				

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>C. Fluency*</b></p> <p>1. <b>Read orally from familiar text at an appropriate rate</b></p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>2. <b>Read grade-level text accurately</b></p> <p>a. Reread and self-correct while reading</p> <p>b. Decode words automatically</p>	<p><b>C. Fluency*</b></p> <p>1. <b>Read orally at an appropriate rate</b></p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. <b>Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b></p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation to convey meaning and expression</li> <li>• Adjust intonation and pitch appropriately</li> </ul> <p>c. Increase sight words read fluently</p>	<p><b>C. Fluency*</b></p> <p>1. <b>Read orally at an appropriate rate</b></p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. <b>Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b></p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation to convey meaning and expression</li> <li>• Adjust intonation and pitch appropriately</li> </ul> <p>c. Increase sight words read fluently</p>	<p><b>C. Fluency*</b></p> <p>1. <b>Read orally at an appropriate rate</b></p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. <b>Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b></p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation to convey meaning and expression</li> <li>• Adjust intonation and pitch appropriately</li> </ul> <p>c. Increase sight words read fluently</p>	<p><b>C. Fluency*</b></p> <p>1. <b>Read orally at an appropriate rate</b></p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. <b>Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b></p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation to convey meaning and expression</li> <li>• Adjust intonation and pitch appropriately</li> </ul> <p>c. Increase sight words read fluently</p>	<p><b>C. Fluency*</b></p> <p>1. <b>Read orally at an appropriate rate</b></p> <p>a. Read familiar and independent level text at a rate that is conversational and consistent</p> <p>b. Read instructional level text that is challenging yet manageable</p> <p>2. <b>Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b></p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation to convey meaning and expression</li> <li>• Adjust intonation and pitch appropriately</li> </ul> <p>c. Increase sight words read fluently</p>

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<p>c. Use word context clues, sentence structure, and visual clues to guide self-correction</p> <p>d. Increase sight words read fluently</p> <p><b>3. Read grade level text with expression</b></p> <p>a. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation to convey meaning and expression</li> </ul>					fluently

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• Adjust intonation and pitch appropriately to convey meaning and expression</li> </ul> <p><b>D. Vocabulary</b></p> <p><b>1. Develop and apply vocabulary through exposure to a variety of texts</b></p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Collect 12-20 new words for deeper study each week</p> <p><b>2. Develop a conceptual understanding of new words</b></p> <p>a. Identify and sort common words into conceptual categories such as general to specific, lesser to greater</p> <p>b. Identify and explain word relationships to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Antonyms, synonyms, homophones, and homographs</i></li> </ul>	<p><b>D. Vocabulary</b></p> <p><b>1. Develop and apply vocabulary through exposure to a variety of texts</b></p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>13. We All Need Trees; Part B</b></p> <p><b>18. Tale of the Sun</b></p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Collect 12-20 new words for deeper study each week</p> <p><b>2. Develop a conceptual understanding of new words</b></p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p><b>91. In the Good Old Days</b></p> <p>b. Identify and explain word relationships to determine the</p>	<p><b>D. Vocabulary</b></p> <p><b>1. Develop and apply vocabulary through exposure to a variety of texts</b></p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>26. Dynamic Duos</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p><b>2. Develop and apply a conceptual understanding of new words</b></p> <p>a. Classify and categorize increasingly complex words into sets and groups</p>	<p><b>D. Vocabulary</b></p> <p><b>1. Develop and apply vocabulary through exposure to a variety of texts</b></p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>26. Dynamic Duos</b></p> <p><b>33. Forest Consequences</b></p> <p><b>35. Loving it Too Much</b></p> <p><b>59. Power of Print; Parts A and B, Enrichment</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p><b>59. Power of Print; Parts A and B, Enrichment</b></p>	<p><b>D. Vocabulary</b></p> <p><b>1. Develop and apply vocabulary through exposure to a variety of texts</b></p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>26. Dynamic Duos</b></p> <p><b>33. Forest Consequences</b></p> <p><b>35. Loving it Too Much</b></p> <p><b>59. Power of Print; Parts A and B, Enrichment</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p><b>59. Power of Print; Parts A and B, Enrichment</b></p> <p><b>2. Apply a conceptual understanding</b></p>	<p><b>D. Vocabulary</b></p> <p><b>1. Develop and apply vocabulary through exposure to a variety of texts</b></p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>26. Dynamic Duos</b></p> <p><b>33. Forest Consequences</b></p> <p><b>35. Loving it Too Much</b></p> <p><b>59. Power of Print; Parts A and B, Enrichment</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p><b>59. Power of Print; Parts A and B, Enrichment</b></p>

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<p>c. Identify and use correctly new words acquired through study of their relationships to other words</p> <p><b>3. Understand, acquire, and use new vocabulary</b></p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms and figurative expressions</li> </ul> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate prefixes and suffixes</li> <li>➤ Grade-appropriate roots and base words</li> <li>➤ Grade-appropriate compound words</li> <li>➤ Grade-appropriate inflectional endings</li> </ul> <p>c. Use resources to determine the meanings of words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Antonyms, synonyms, homophones, and homographs</li> </ul> <p>c. Identify and use correctly new words acquired through study of their relationships to other words</p> <p><b>90. Native Ways</b></p> <p><b>3. Understand, acquire, and use new vocabulary</b></p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms and figurative expressions</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>13. We All Need Trees; Part B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>90. Native Ways</b></p> <p><b>91. In the Good Old Days</b></p> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate prefixes and suffixes</li> <li>➤ Grade-appropriate roots and base words</li> <li>➤ Grade-appropriate compound words</li> <li>➤ Grade-appropriate inflectional endings</li> </ul> <p><b>13. We All Need Trees; Part B</b></p> <p><b>18. Tale of the Sun</b></p>	<p><b>91. In the Good Old Days</b></p> <p>b. Identify and explain relationships between and among words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Antonyms and synonyms</li> <li>➤ Multiple meaning words</li> </ul> <p><b>90. Native Ways</b></p> <p><b>3. Understand, acquire, and use new vocabulary</b></p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms and figurative expressions</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>90. Native Ways</b></p> <p><b>91. In the Good Old Days</b></p> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate prefixes</li> </ul>	<p><b>2. Apply a conceptual understanding of new words</b></p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p><b>91. In the Good Old Days</b></p> <p>b. Explain relationships between and among words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Antonyms and synonyms</li> <li>➤ Multiple meaning words</li> </ul> <p><b>90. Native Ways</b></p> <p><b>3. Understand, acquire, and use new vocabulary</b></p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms, colloquialisms, and figurative expressions</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>59. Power of Print; Part A</b></p>	<p>of new words</p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p><b>91. In the Good Old Days</b></p> <p>b. Explain relationships between and among words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Antonyms and synonyms</li> <li>➤ Multiple meaning words</li> </ul> <p><b>71. Watch on Wetlands</b></p> <p><b>90. Native Ways</b></p> <p><b>3. Understand, acquire, and use new vocabulary</b></p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms, colloquialisms, and figurative expressions</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>59. Power of Print; Part A</b></p> <p><b>90. Native Ways</b></p> <p><b>91. In the Good Old Days</b></p> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p>	<p><b>2. Apply a conceptual understanding of new words</b></p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p><b>91. In the Good Old Days</b></p> <p>b. Explain relationships between and among words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Antonyms and synonyms</li> <li>➤ Multiple meaning words</li> </ul> <p><b>71. Watch on Wetlands</b></p> <p><b>90. Native Ways</b></p> <p><b>3. Understand, acquire, and use new vocabulary</b></p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms, colloquialisms, and figurative expressions</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>59. Power of Print; Part A</b></p> <p><b>90. Native Ways</b></p> <p><b>91. In the Good Old Days</b></p> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>c. Use resources to determine the meanings of words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>18. Tale of the Sun</b></p>	<p><i>and suffixes</i></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate roots and base words</i></li> <li>➤ <i>Grade-appropriate compound words</i></li> <li>➤ <i>Grade-appropriate inflectional endings</i></li> </ul> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p>	<p><b>90. Native Ways</b></p> <p><b>91. In the Good Old Days</b></p> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate prefixes and suffixes</i></li> <li>➤ <i>Grade-appropriate roots and base words</i></li> <li>➤ <i>Grade-appropriate compound words</i></li> <li>➤ <i>Grade-appropriate inflectional endings</i></li> </ul> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>59. Power of Print; Part B</b></p>	<ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate prefixes and suffixes</i></li> <li>➤ <i>Grade-appropriate roots and base words</i></li> </ul> <p><b>17. People of the Forest; Parts A and B</b></p> <p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>59. Power of Print; Part B</b></p> <p><b>71. Watch on Wetlands</b></p>	<p><u>As</u></p> <p><b>17. People</b></p> <p>c.</p> <p>d.</p> <p><b>4. Sounds A</b></p> <p><b>17. People</b></p> <p><b>59. Power o</b></p> <p><b>71. Watch o</b></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>E. General Reading Comprehension</b></p> <p>1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text by examining features such as the title, pictures, illustrations,</p>	<p><b>E. General Reading Comprehension</b></p> <p>1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b> <b>90. Native Ways</b></p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text by examining</p>	<p><b>E. General Reading Comprehension</b></p> <p>1. Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p><b>4. Sounds Around; Part D</b> <b>17. People of the Forest; Parts A and B</b> <b>18. Tale of the Sun</b> <b>90. Native Ways</b></p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p><b>E. General Reading Comprehension</b></p> <p>1. Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p><b>4. Sounds Around; Part D</b> <b>17. People of the Forest; Parts A and B</b> <b>18. Tale of the Sun</b> <b>90. Native Ways</b></p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p><b>E. General Reading Comprehension</b></p> <p>1. Apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p><b>4. Sounds Around; Part D</b> <b>17. People of the Forest; Parts A and B</b> <b>90. Native Ways</b></p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p> <p><b>71. Watch on Wetlands</b></p>	<p><b>E. General Reading Comprehension</b></p> <p>1. Apply and refine comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p><b>4. Sounds Around; Part D</b> <b>90. Native Ways</b></p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p> <p><b>71. Watch on Wetlands</b></p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Select and apply</p>



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

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i></p> <p>d. Draw conclusions based on the text and prior knowledge <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i></p> <p>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>h. Connect the text to prior</p>	<p>13. <i>We All Need Trees; Part B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>h. Visualize what was read for deeper understanding 13. <i>We All Need Trees; Part B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>i. Use a graphic organizer or another note-taking technique to record important ideas or information 13. <i>We All Need Trees; Part B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>j. Explain personal connections to the ideas or information in the text 4. <i>Sounds Around; Part D</i> 13. <i>We All Need Trees; Part B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>4. Use strategies to demonstrate understanding of the text (after reading) a. Identify and explain the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i> 13. <i>We All Need Trees; Part B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p>	<p>13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>f. Periodically summarize while reading 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>g. Periodically paraphrase important ideas or information 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>h. Visualize what was read for deeper understanding 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i> 90. <i>Native Ways</i></p> <p>i. Use a graphic organizer or another note-taking technique to record important ideas or information 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i></p>	<p>72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>d. Skim the text to search for connections between and among ideas 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>e. Make, confirm, or adjust predictions 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>f. Periodically summarize while reading 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>g. Periodically paraphrase important ideas or information 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i></p>	<p>4. Use strategies to demonstrate understanding of the text (after reading) a. Identify and explain the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 49. <i>Tropical Treehouse; Part B</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>b. Identify and explain information directly stated in the text <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> 4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Parts A and B</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 49. <i>Tropical Treehouse; Part B</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>c. Draw inferences and/or conclusions and make generalizations <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i> 17. <i>People of the Forest; Parts A and B</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 49. <i>Tropical Treehouse; Part B</i></p>	<p>4. Use strategies to demonstrate understanding of the text (after reading) a. Identify and explain the main idea or argument <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 49. <i>Tropical Treehouse; Part B</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>b. Identify and explain information directly stated in the text <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> 4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Parts A and B</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 49. <i>Tropical Treehouse; Part B</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>c. Draw inferences and/or conclusions and make generalizations <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i> 17. <i>People of the Forest; Parts A and B</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>knowledge or personal experience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul>	<p>b. Identify and explain what is directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>4. Sounds Around; Part D</b>  <b>13. We All Need Trees; Part B</b>  <b>18. Tale of the Sun</b>  <b>49. Tropical Treehouse; Part B</b>  <b>90. Native Ways</b></p> <p>c. Identify and explain what is not directly stated in the text by drawing inferences</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>From the text or a portion of the text</i></li> </ul> <p><b>13. We All Need Trees; Part B</b>  <b>18. Tale of the Sun</b>  <b>49. Tropical Treehouse; Part B</b>  <b>90. Native Ways</b></p> <p>d. Draw conclusions or make generalizations about the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>From the text or a portion of the text</i></li> </ul> <p><b>13. We All Need Trees; Part B</b>  <b>18. Tale of the Sun</b>  <b>49. Tropical Treehouse; Part B</b>  <b>90. Native Ways</b></p> <p>e. Confirm, refute, or make predictions and form new ideas</p> <p><u>Assessment Limits:</u></p>	<p><b>90. Native Ways</b></p> <p>j. Explain personal connections to the ideas or information in the text</p> <p><b>4. Sounds Around; Part D</b>  <b>13. We All Need Trees; Part B</b>  <b>17. People of the Forest; Parts A and B</b>  <b>18. Tale of the Sun</b>  <b>49. Tropical Treehouse; Part B</b>  <b>90. Native Ways</b></p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Of the text or a portion of the text</i></li> </ul> <p><b>13. We All Need Trees; Part B</b>  <b>17. People of the Forest; Parts A and B</b>  <b>18. Tale of the Sun</b>  <b>49. Tropical Treehouse; Part B</b>  <b>90. Native Ways</b></p> <p>b. Identify and explain what is directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>4. Sounds Around; Part D</b>  <b>13. We All Need Trees; Part B</b>  <b>17. People of the Forest; Parts A and B</b>  <b>18. Tale of the Sun</b>  <b>49. Tropical Treehouse; Part B</b>  <b>90. Native Ways</b></p>	<p><b>33. Forest Consequences</b>  <b>35. Loving it Too Much</b>  <b>72. Air We Breathe; Part B</b>  <b>90. Native Ways</b></p> <p>h. Visualize what was read for deeper understanding</p> <p><b>13. We All Need Trees; Part B</b>  <b>17. People of the Forest; Parts A and B</b>  <b>18. Tale of the Sun</b>  <b>33. Forest Consequences</b>  <b>35. Loving it Too Much</b>  <b>72. Air We Breathe; Part B</b>  <b>90. Native Ways</b></p> <p>i. Use a graphic organizer or another note-taking technique to record important ideas or information</p> <p><b>13. We All Need Trees; Part B</b>  <b>17. People of the Forest; Parts A and B</b>  <b>18. Tale of the Sun</b>  <b>33. Forest Consequences</b>  <b>35. Loving it Too Much</b>  <b>72. Air We Breathe; Part B</b>  <b>90. Native Ways</b></p> <p>j. Explain personal connections to the ideas or information in the text</p> <p><b>4. Sounds Around; Part D</b>  <b>13. We All Need Trees; Part B</b>  <b>17. People of the Forest; Parts A and B</b>  <b>18. Tale of the Sun</b>  <b>33. Forest Consequences</b>  <b>35. Loving it Too Much</b>  <b>72. Air We Breathe; Part B</b>  <b>90. Native Ways</b></p> <p>4. Use strategies to demonstrate understanding</p>	<p><b>71. Watch on Wetlands</b>  <b>72. Air We Breathe; Part B</b>  <b>90. Native Ways</b></p> <p>d. Confirm, refute, or make predictions</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></li> </ul> <p><b>35. Loving it Too Much</b></p> <p>e. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>The text or a portion of the text</i></li> </ul> <p><b>4. Sounds Around; Part D</b>  <b>17. People of the Forest; Parts A and B</b>  <b>33. Forest Consequences</b>  <b>35. Loving it Too Much</b>  <b>49. Tropical Treehouse; Part B</b>  <b>72. Air We Breathe; Part B</b></p> <p>f. Connect the text to prior knowledge or personal experience</p> <p><u>Assessment Limits:</u></p>	<p><b>49. Tropical Treehouse; Part B</b>  <b>71. Watch on Wetlands</b>  <b>72. Air We Breathe; Part B</b>  <b>90. Native Ways</b></p> <p>d. Confirm, refute, or make predictions</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></li> </ul> <p><b>35. Loving it Too Much</b></p> <p>e. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>The text or a portion of the text</i></li> </ul> <p><b>4. Sounds Around; Part D</b>  <b>17. People of the Forest; Parts A and B</b>  <b>33. Forest Consequences</b>  <b>35. Loving it Too Much</b>  <b>49. Tropical Treehouse; Part B</b>  <b>72. Air We Breathe; Part B</b></p> <p>f. Connect the text to prior knowledge or personal experience</p> <p><u>Assessment Limits:</u></p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i></p>	<p style="text-align: right;"><i>were extended</i></p> <p>13. <i>We All Need Trees; Part B</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>4. <i>Sounds Around; Part D</i> 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i></p> <p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>4. <i>Sounds Around; Part D</i> 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i></p> <p>h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></p> <p>4. <i>Sounds Around; Part D</i> 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i> 49. <i>Tropical Treehouse; Part B</i></p>	<p>72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>d. Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i></p> <p>13. <i>We All need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 33. <i>Forest Consequences</i> 35. <i>Loving it Too Much</i> 72. <i>Air We Breathe; Part B</i> 90. <i>Native Ways</i></p> <p>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>13. <i>We All Need Trees; Part B</i> 35. <i>Loving it Too Much</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>4. <i>Sounds Around; Part D</i> 13. <i>We All Need Trees; Part B</i> 17. <i>People of the Forest; Parts A and B</i> 18. <i>Tale of the Sun</i></p>		

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate informational texts</li> </ul> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate functional</li> </ul>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate informational texts</li> </ul> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>49. Tropical Treehouse; Part B</b></p> <p><b>58. There Ought To Be a Law</b></p> <p><b>90. Native Ways</b></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules,</p>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate informational texts</li> </ul> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>49. Tropical Treehouse; Part B</b></p> <p><b>58. There Ought To Be a Law</b></p> <p><b>90. Native Ways</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules,</p>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate informational texts</li> </ul> <p><b>13. We All Need Trees; Part B</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>35. Loving it Too Much</b></p> <p><b>49. Tropical Treehouse; Part B</b></p> <p><b>58. There Ought To Be a Law</b></p> <p><b>59. Power of Print; Part B, Enrichment</b></p> <p><b>90. Native Ways</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science</p>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Apply comprehension skills by selecting, reading, and interpreting a variety of print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and online materials, other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate primary and secondary texts</li> </ul> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>35. Loving it Too Much</b></p> <p><b>49. Tropical Treehouse; Part B</b></p> <p><b>58. There Ought To Be a Law</b></p> <p><b>59. Power of Print; Part B, Enrichment</b></p> <p><b>71. Watch on Wetlands</b></p> <p><b>90. Native Ways</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions,</p>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and online materials, other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Grade-appropriate primary and secondary texts</li> </ul> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>35. Loving it Too Much</b></p> <p><b>49. Tropical Treehouse; Part B</b></p> <p><b>58. There Ought To Be a Law</b></p> <p><b>59. Power of Print; Part B, Enrichment</b></p> <p><b>71. Watch on Wetlands</b></p> <p><b>90. Native Ways</b></p> <p><b>93. Paper Civilizations</b></p> <p>b. Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions, science investigations,</p>



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p style="text-align: center;"><i>documents</i></p> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, and web sites</p> <p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, and underlining</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables, and diagrams</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Use informational aids such as introductions and overviews, materials</p>	<p>invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate functional documents</i></li> </ul> <p><b>90. Native Ways</b></p> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p> <p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print features encountered in informational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables, and diagrams, other graphic aids encountered</p>	<p>invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate functional documents</i></li> </ul> <p><b>90. Native Ways</b></p> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p> <p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables, and diagrams, other graphic aids encountered in informational texts</p>	<p>investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate functional documents</i></li> </ul> <p><b>90. Native Ways</b></p> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p> <p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend),</p>	<p>science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate workplace and real-world documents</i></li> </ul> <p><b>90. Native Ways</b></p> <p>c. Select and read to gain information from personal interest materials such as books, magazines, cookbooks, catalogs, web sites, and other online materials</p> <p><b>2. Analyze text features to facilitate understanding of informational texts</b></p> <p>a. Analyze print features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>b. Analyze graphic aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul>	<p>atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate workplace and real-world documents</i></li> </ul> <p><b>90. Native Ways</b></p> <p>c. Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials</p> <p><b>2. Analyze text features to facilitate and extend understanding of informational texts</b></p> <p>a. Analyze print features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>b. Analyze graphic aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>lists, timelines, captions, glossed words, labels, numbered steps, pronunciation key, transition words, boxed text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Use organizational aids such as titles, chapter titles, headings, tables of contents, numbered steps, glossaries, indices, transition words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>f. Identify and explain the contributions of text features to meaning</p> <p><u>Assessment Limits:</u></p>	<p>in informational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, boxed text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Use organizational aids such as titles, chapter titles, headings, tables of contents, numbered steps, glossaries, indices, transition words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a</i></li> </ul>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, and transition words, other informational aids encountered in informational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps, other features characteristic of online texts</p> <p><u>Assessment Limits:</u></p>	<p>graphs, charts/tables, and diagrams, other graphic aids encountered in informational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, end notes, and works cited, other informational aids encountered in informational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Use organizational aids such as titles, chapter titles, headings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site</p>	<p>c. Analyze informational aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Analyze organizational aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>e. Analyze online features that contribute to meaning</p> <p><u>Assessment Limits:</u></p>	<p>c. Analyze informational aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Analyze organizational aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>e. Analyze online features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a</i></li> </ul>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. <b>Determine important ideas and messages in informational texts</b></p> <p>a. Identify and explain the author's/text's purpose <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Purpose of the author or the text or a portion of the text</li> </ul> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>c. State and support main ideas and messages <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>d. Summarize or paraphrase <u>Assessment Limits:</u></p>	<p>(because, as a result); and sequence (next, then, finally) <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>4. <b>Determine important ideas and messages in informational texts</b></p> <p>a. Identify and explain the author's/text's purpose <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Purpose of the author or the text or a portion of the text</li> </ul> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>c. State and support main</p>	<p>(because, as a result); and sequence (next, then, finally) <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>4. <b>Determine and analyze important ideas and messages in informational texts</b></p> <p>a. Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Purpose of the author or the text or a portion of the text</li> <li>➤ Connections between the text and the intended audience</li> </ul> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>c. State and support main</p>	<p>the author's/text's purpose <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>4. <b>Determine and analyze important ideas and messages in informational texts</b></p> <p>a. Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Purpose of the author or the text or a portion of the text</li> <li>➤ Connections between the text and the intended audience</li> </ul> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a</li> </ul>	<p>support the author's purpose and/or argument <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>c. Use organizational structure to locate specific information</p> <p>4. <b>Analyze important ideas and messages in informational texts</b></p> <p>a. Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Purpose of the author or the text or a portion of the text</li> <li>➤ Connections between the text and the intended audience</li> </ul> <p>b. Identify and explain the author's argument, viewpoint, or perspective <u>Assessment Limits:</u></p>	<p>purpose and/or argument <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>c. Analyze shifts in organizational patterns <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Portions of text that illustrate a shift in organizational pattern</li> </ul> <p>d. Use organizational structure to locate specific information</p> <p>4. <b>Analyze important ideas and messages in informational texts</b></p> <p>a. Analyze the author's/text's purpose and intended audience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Purpose of the author or the text or a portion of the text</li> <li>➤ Connections between the text and the intended audience</li> </ul> <p>b. Analyze the author's argument, viewpoint, or perspective <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a</li> </ul>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>In a text or a portion of a text</i></p> <p>i. Identify and explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the</i></p>	<p>ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one or more texts</i></p> <p>g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u></p>	<p>ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one or more texts</i></p> <p>g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u></p>	<p><i>portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one or more texts</i></p> <p>g. Synthesize ideas from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p>	<p>➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information or ideas peripheral to the main idea or message <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Explain relationships between and among ideas <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas within a text or across multiple texts</i></p> <p>g. Synthesize ideas from text <u>Assessment Limits:</u> <i>From one text or a portion of the text or across multiple texts</i></p>	<p><i>portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Analyze information or ideas peripheral to the main idea or message <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Analyze relationships between and among ideas <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one text or across multiple texts</i></p> <p>g. Synthesize ideas from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>text for personal or content-specific use</i></p> <p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i></li> </ul> <p><b>5. Identify and explain the author's use of language</b></p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a portion of the text</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>In one or more texts or a portion of a text</i></li> </ul> <p>i. Identify and explain how someone might use the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Application of the text for personal or content-specific use</i></li> </ul> <p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i></li> </ul> <p><b>5. Identify and explain the author's use of language</b></p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>In one or more texts or a portion of a text</i></li> </ul> <p>i. Identify and explain how someone might use the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Application of the text for personal or content-specific use</i></li> <li>➤ <i>Topics and ideas within a text or across texts that may have implications for readers or contemporary society</i></li> </ul> <p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul> <p><b>5. Identify and explain the author's use of language</b></p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases (e.g. figurative language, idioms, etc.) in the text or a portion of</i></li> </ul>	<p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In one or more texts or a portion of a text</i></li> </ul> <p><b>59. Power of Print; Part B</b></p> <p>i. Explain how someone might use the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Application of the text for personal or content-specific use</i></li> <li>➤ <i>Topics and ideas within a text or across texts that may have implications for readers or contemporary society</i></li> </ul> <p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul> <p><b>5. Analyze purposeful use of language</b></p> <p>a. Analyze specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p>	<p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In one or more texts or a portion of a text</i></li> </ul> <p><b>59. Power of Print; Part B</b></p> <p>i. Explain how someone might use the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Application of the text for personal use or content-specific use</i></li> <li>➤ <i>Topics and ideas within a text or across texts that may have implications for readers or contemporary society</i></li> </ul> <p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul> <p><b>5. Analyze purposeful use of language</b></p> <p>a. Analyze specific word choice that contributes to the meaning and/or creates style</p>	<p>h. Explain the implications of the text or how someone might use the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Application of the text for personal use or content-specific use</i></li> <li>➤ <i>Issues and ideas within a text or across texts that may have implications for readers or contemporary society</i></li> </ul> <p>i. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul> <p><b>5. Analyze purposeful use of language</b></p> <p>a. Analyze specific word choice that contributes to the meaning and/or creates style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words</i></li> </ul>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Identify and explain specific words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Identify and explain the effect of repetition of words or phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>6. Read critically to evaluate informational text</b></p> <p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the content of the text and the purpose for reading</i></li> </ul> <p>b. Identify and explain additions or changes to format or text features that would make the text easier to understand</p>	<p style="text-align: right;"><i>portion of the text</i></p> <ul style="list-style-type: none"> <li>➤ <i>Connotations of grade-appropriate words in context</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> </ul> <p>b. Identify and explain specific words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Identify and explain the effect of repetition of words and phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>6. Read critically to evaluate informational text</b></p> <p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the content</i></li> </ul>	<p style="text-align: right;"><i>the text</i></p> <ul style="list-style-type: none"> <li>➤ <i>Connotations of grade-appropriate words in context</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> </ul> <p>b. Identify and explain specific words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Identify and explain the effect of repetition of words and phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>6. Read critically to evaluate informational text</b></p> <p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the content</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text</i></li> <li>➤ <i>Connotations of grade-appropriate words in context</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> </ul> <p>b. Analyze specific language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>59. Power of Print; Part A</b></p> <p>c. Analyze the effect of repetition of words and phrases on meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>6. Read critically to evaluate informational text</b></p>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text</i></li> <li>➤ <i>Connotations of grade-appropriate words in context</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> <li>➤ <i>Discernible styles, such as persuasive, informal, formal, etc.</i></li> </ul> <p>b. Analyze specific language choices to determine tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>59. Power of Print; Part A</b></p> <p>c. Analyze repetition and variation of specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>6. Read critically to evaluate informational text</b></p>	<p style="text-align: right;"><i>and phrases(e.g., figurative language, idioms, colloquialisms, etc.) in the text or a portion of the text</i></p> <ul style="list-style-type: none"> <li>➤ <i>Connotations of grade-appropriate words in context</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> <li>➤ <i>Discernible styles, such as persuasive, informal, formal, etc.</i></li> </ul> <p>b. Analyze specific language choices to determine tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>59. Power of Print; Part A</b></p> <p>c. Analyze the appropriateness of tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>d. Analyze repetition and variation of specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p><b>6. Read critically to evaluate informational text</b></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Identify and explain what makes the text a reliable source of information</p> <p>d. Explain whether or not the author's opinion is presented fairly</p> <p>e. Identify and explain information not included</p>	<p><i>of the text and the purpose for reading</i></p> <p>b. Identify and explain additions or changes to format or text features that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Identify and explain what makes the text a reliable source of information</p> <p><b>90. Native Ways</b></p> <p>d. Explain whether or not the author's opinion is presented fairly</p>	<p><i>of the text and the purpose for reading</i></p> <p>b. Identify and explain additions or changes to format or text features that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> <p>c. Identify and explain what makes the text a reliable source of information</p> <p><b>90. Native Ways</b></p> <p>d. Explain whether or not the author's opinion is presented fairly</p>	<p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the content of the text and the purpose for reading</i></li> </ul> <p>b. Analyze changes or additions to the structure and text features that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i></li> <li>➤ <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i></li> </ul> <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the credentials of the author and the information in the text</i></li> <li>➤ <i>Verification of information included in the text</i></li> </ul> <p><b>90. Native Ways</b></p>	<p><b>informational text</b></p> <p>a. Analyze the extent to which the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the content of the text and the purpose for reading</i></li> </ul> <p>b. Analyze the extent to which the structure and text features clarify the purpose and the information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i></li> <li>➤ <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i></li> </ul> <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the credentials of the author and the information in the text</i></li> <li>➤ <i>Currency of the information in the text</i></li> <li>➤ <i>Verification of information included</i></li> </ul>	<p>a. Analyze the extent to which the text or texts fulfill the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the content of the text and the purpose for reading</i></li> </ul> <p>b. Analyze the extent to which the structure and text features clarify the purpose and the information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i></li> <li>➤ <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i></li> </ul> <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between the credentials of the author and the information in the text</i></li> <li>➤ <i>Currency of the information in the text</i></li> <li>➤ <i>Verification of information included in the text</i></li> </ul>



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

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

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>Comprehension of Literary Text</b>            Apply comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts</p> <p>Identify and explain how organizational aids such as the title of the book, story, poem, or play, contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p> <p>Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p> <p>Identify and explain how organizational aids such as</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p><b>4. Sounds Around; Part D</b></p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p> <p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p> <p>c. Identify and explain how</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p><b>4. Sounds Around; Part D</b>  <b>18. Tale of the Sun</b></p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p> <p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p><b>4. Sounds Around; Part D</b>  <b>18. Tale of the Sun</b></p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p> <p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p><b>4. Sounds Around; Part D</b></p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze text features to facilitate understanding of literary texts</p> <p>a. Analyze text features that contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Refine comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p><b>4. Sounds Around; Part D</b></p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze and evaluate text features to facilitate and extend understanding of literary texts</p> <p>a. Analyze text features that contribute to meaning  <i>Assessment Limits:</i>            In the text or a portion of the text</p>

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>roductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> <i>In the text or a portion of the text</i></p> <p>ntify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> <i>In the text or a portion of the text</i></p> <p>lements of narrative texts to facilitate understanding</p> <p>ntify and distinguish among types of narrative texts such as general categories of fiction (e.g., nonfiction, realistic fiction, folk tales, legends, fables, fairy tales, and biographies)</p> <p><u>Assessment Limits:</u> <i>Grade-appropriate narrative texts</i></p> <p>ntify and explain the elements</p>	<p>informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. <b>Use elements of narrative texts to facilitate understanding</b></p> <p>a. Identify and distinguish among types of narrative texts such as stories, folk tales, realistic fiction, historical fiction, fables, fairy tales, fantasy, and biographies</p> <p><u>Assessment Limits:</u> ➤ <i>Grade-appropriate narrative texts</i></p> <p><b>18. Tale of the Sun</b></p>	<p>c. Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. <b>Analyze elements of narrative texts to facilitate understanding and interpretation</b></p> <p>a. Identify and distinguish among types of narrative texts such as short stories, folklore, legends, myths, realistic fiction, science fiction, historical fiction, biographies, autobiographies, personal narratives, plays, and poetry</p> <p><u>Assessment Limits:</u> ➤ <i>Grade-appropriate narrative texts</i></p> <p><b>18. Tale of the Sun</b></p>	<p>c. Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. <b>Analyze elements of narrative texts to facilitate understanding and interpretation</b></p> <p>a. Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, and poetry</p> <p><u>Assessment Limits:</u> ➤ <i>Grade-appropriate narrative texts</i></p> <p><b>18. Tale of the Sun</b></p>	<p>3. <b>Analyze elements of narrative texts to facilitate understanding and interpretation</b></p> <p>a. Distinguish among types of grade-appropriate narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays,</p>	<p>3. <b>Analyze and evaluate narrative texts to facilitate understanding and interpretation</b></p> <p>a. Distinguish among grade-appropriate narrative texts such as short stories, folktales, realistic fiction, science fiction, fantasy, es</p>

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>Identify and describe the setting and the mood of a story</p> <p><u>Assessment Limits:</u> Main problem, sequence or chronology of events, and solution to the problem</p> <p>Identify and describe the setting and the mood</p> <p><u>Assessment Limits:</u> Details that create the setting Details that create the mood</p> <p>Identify and analyze the characters</p> <p><u>Assessment Limits:</u> Character's traits based on what character says, does, and thinks and what other characters or the narrator says Character's motivations Character's personal growth and development</p> <p>Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u> In the text or a portion of the text or across multiple texts</p>	<p>b. Identify and explain the elements of a story</p> <p><u>Assessment Limits:</u> ➤ Main problem, sequence or chronology of events, and solution to the problem</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>c. Identify and describe the setting and the mood</p> <p><u>Assessment Limits:</u> ➤ Details that create the setting ➤ Details that create the mood</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>d. Identify and analyze the characters</p> <p><u>Assessment Limits:</u> ➤ Character's traits based on what character says, does, and thinks and what other characters or the narrator says ➤ Character's motivations ➤ Character's personal growth and development</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>e. Identify and explain relationships between and among characters,</p>	<p>b. Identify and explain the events of the plot</p> <p><u>Assessment Limits:</u> ➤ Main problem, exposition, rising action, climax, and resolution</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>c. Identify and describe the setting and the mood and explain how the setting affects the characters and the mood</p> <p><u>Assessment Limits:</u> ➤ Details that create the setting and/or mood in the text or a portion of the text ➤ Connections among the characters, the setting, and the mood in the text or a portion of the text</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>d. Analyze characterization</p> <p><u>Assessment Limits:</u> ➤ Character's traits based on what character says, does, and thinks and what other characters or the narrator says ➤ Character's motivations ➤ Character's personal growth and development</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p>	<p>b. Analyze the events of the plot</p> <p><u>Assessment Limits:</u> ➤ Exposition, rising action, climax, and resolution</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters</p> <p><u>Assessment Limits:</u> ➤ Details that create the setting and/or mood in the text or a portion of the text ➤ Connections among the characters, the setting, and the mood in the text or a portion of the text</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>d. Analyze characterization</p> <p><u>Assessment Limits:</u> ➤ Character's traits based on what character says, does, and thinks and what other characters or the narrator says ➤ Character's motivations ➤ Character's personal growth and development</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p>	<p>biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry</p> <p><u>Assessment Limits:</u> ➤ Grade-appropriate narrative texts</p> <p>b. Analyze the events of the plot</p> <p><u>Assessment Limits:</u> ➤ Exposition, rising action, climax, and resolution</p> <p><b>4. Sounds Around; Part D</b></p> <p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters</p> <p><u>Assessment Limits:</u> ➤ Details that create the setting and/or mood in the text or a portion of the text ➤ Connections among the characters, the setting, and the mood in the text or a portion of the text</p> <p><b>4. Sounds Around; Part D</b></p> <p>d. Analyze characterization</p> <p><u>Assessment Limits:</u> ➤ Character's traits based on what character says, does, and thinks and what other characters or the narrator says ➤ Character's motivations ➤ Character's personal growth</p>	<p>biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry</p> <p><u>Assessment Limits:</u> ➤ Grade-appropriate narrative texts</p> <p>b. Analyze the events of the plot</p> <p><u>Assessment Limits:</u> ➤ Exposition, rising action, climax, and resolution</p> <p><b>4. Sounds Around; Part D</b></p> <p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters</p> <p><u>Assessment Limits:</u> ➤ Details that create the setting and/or mood in the text or a portion of the text ➤ Connections among the characters, the setting, and the mood in the text or a portion of the text ➤ Connections among the characters, the setting, and the mood in the text or a portion of the text and theme</p> <p><b>4. Sounds Around; Part D</b></p> <p>d. Analyze characterization</p> <p><u>Assessment Limits:</u> ➤ Character's traits based on what character says, does, and thinks and what other characters or the narrator says ➤ Character's motivations ➤ Character's personal growth</p>

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

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>Elements of poetry to facilitate understanding</b>            Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, and rhyme scheme to identify poetry as a literary form</p> <p>Identify and explain the meaning of words, lines, and stanzas  <i>Assessment Limits:</i>  <i>Literal versus figurative meaning</i></p> <p>Identify and explain sound elements of poetry  <i>Assessment Limits:</i>  <i>Rhyme, rhyme scheme Alliteration and other repetition</i></p> <p>Identify and explain other poetic elements such as setting, mood, etc., that contribute to meaning  <i>Assessment Limits:</i>  <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>	<p>4. <b>Use elements of poetry to facilitate understanding</b></p> <p>a. Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, rhyme scheme, and types of poems such as haiku, diamonte, etc., to identify poetry as a literary form and distinguish among types of poems</p> <p>b. Identify and explain the meaning of words, lines, and stanzas  <i>Assessment Limits:</i>            ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain sound elements of poetry  <i>Assessment Limits:</i>            ➤ <i>Rhyme, rhyme scheme</i>            ➤ <i>Alliteration and other repetition</i></p> <p>d. Identify and explain other poetic elements such as setting, mood,</p>	<p>4. <b>Analyze elements of poetry to facilitate understanding and interpretation</b></p> <p>a. Use structural features to identify poetry as a literary form and distinguish among types of poems such as haiku, form/shape poetry, etc.</p> <p>b. Identify and explain the meaning of words, lines, and stanzas  <i>Assessment Limits:</i>            ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain sound elements of poetry  <i>Assessment Limits:</i>            ➤ <i>Rhyme, rhyme scheme</i>            ➤ <i>Alliteration and other repetition</i>            ➤ <i>Onomatopoeia</i></p>	<p>4. <b>Analyze elements of poetry to facilitate understanding and interpretation</b></p> <p>a. Use structural features to distinguish among types of poems such as haiku, form/shape poetry, cinquain, etc.</p> <p>b. Identify and explain the meaning of words, lines, and stanzas  <i>Assessment Limits:</i>            ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain how sound elements of poetry contribute to meaning  <i>Assessment Limits:</i>            ➤ <i>Rhyme, rhyme scheme</i>            ➤ <i>Alliteration and other repetition</i>            ➤ <i>Onomatopoeia</i></p>	<p><i>thoughts and/or observations</i></p> <p>j. Analyze the interactions among narrative elements and their contribution to meaning  <i>Assessment Limits:</i>            ➤ <i>Connections among narrative elements and meaning</i></p> <p>4. <b>Analyze elements of poetry to facilitate understanding and interpretation</b></p> <p>a. Use structural features to distinguish among types of poetry such as ballad, narrative, lyric</p> <p>b. Analyze language and structural features to determine meaning  <i>Assessment Limits:</i>            ➤ <i>Literal versus figurative meaning</i></p> <p>c. Analyze sound elements of poetry that contribute to meaning  <i>Assessment Limits:</i>            ➤ <i>Rhyme, rhyme scheme</i>            ➤ <i>Alliteration and other repetition</i></p>	<p><i>thoughts and/or observations</i></p> <p>j. Analyze the interactions among narrative elements and their contribution to meaning  <i>Assessment Limits:</i>            ➤ <i>Connections among narrative elements and meaning</i></p> <p>4. <b>Analyze and evaluate poetry to facilitate understanding and interpretation</b></p> <p>a. Use structural features to distinguish among types of poetry such as ballad, narrative, lyric, elegy, etc.</p> <p>b. Analyze language and structural features to determine meaning  <i>Assessment Limits:</i>            ➤ <i>Literal versus figurative meaning</i></p> <p>c. Analyze sound elements of poetry that contribute to meaning  <i>Assessment Limits:</i>            ➤ <i>Rhyme, rhyme scheme</i>            ➤ <i>Alliteration and other repetition</i>            ➤ <i>Onomatopoeia</i></p>

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>elements of drama to facilitate understanding</p> <p>Use structural features to identify a play as a literary form</p>	<p>tone, etc., that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grade-appropriate lyric and narrative poems that contribute to meaning</li> </ul>	<p>d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grade-appropriate lyric and narrative poems that contribute to meaning</li> </ul>	<p>d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grade-appropriate lyric and narrative poems that contribute to meaning</li> </ul>	<p>➤ Onomatopoeia</p> <p>d. Analyze other poetic elements such as setting, mood, tone, etc., that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grade-appropriate lyric and narrative poems that contribute to meaning</li> </ul>	<p>d. Analyze other poetic elements such as setting, mood, tone, etc., that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grade-appropriate lyric and narrative poems that contribute to meaning</li> </ul>
<p>Identify and explain the action of a scene</p> <p><u>Assessment Limits:</u></p> <p>Literal versus interpretive meaning</p>	<p>5. Use elements of drama to facilitate understanding</p> <p>a. Use structural features to identify a play as a literary form</p>	<p>5. Analyze elements of drama to facilitate understanding</p> <p>a. Use structural features to identify a play as a literary form and distinguish among types of plays</p>	<p>5. Analyze elements of drama to facilitate understanding</p> <p>a. Use structural features to distinguish among types of plays</p>	<p>5. Analyze elements of drama to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of plays</p>	<p>5. Analyze and evaluate drama to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of plays</p>
<p>Identify and explain stage directions that help to create character and movement</p>	<p>b. Identify and explain the action of a scene</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Literal versus interpretive meaning</li> </ul>	<p>b. Identify and explain the action of a scene</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Literal versus interpretive meaning</li> </ul>	<p>b. Identify and explain the action of scenes and acts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Literal versus interpretive meaning</li> </ul>	<p>b. Analyze the action of individual scenes and acts and their relationship to the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Literal versus interpretive meaning</li> </ul>	<p>b. Analyze structural elements of drama that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Literal versus interpretive meaning</li> </ul>
<p>Identify and explain stage directions and dialogue that help to create character</p> <p><u>Assessment Limits:</u></p> <p>In the text or a portion of the text</p>	<p>c. Identify and explain stage directions that help to create character and movement</p>	<p>c. Identify and explain how stage directions create character and movement</p>	<p>c. Identify and explain how stage directions create character and movement</p>	<p>c. Analyze how stage directions affect dialogue, characters, and plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>c. Analyze how dialogue and stage directions work to create characters and plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>
<p>Identify important ideas and themes in literary texts</p> <p>Identify and explain main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <p>Main ideas of the text or a</p>	<p>d. Identify and explain stage directions and dialogue that help to create character</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>d. Identify and explain stage directions and dialogue that help to create character</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>d. Identify and explain stage directions and dialogue that help to create character</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>c. Analyze how stage directions affect dialogue, characters, and plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>c. Analyze how dialogue and stage directions work to create characters and plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>



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

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>and describe the author's language</p> <p>Identify and explain how use of dialogue contributes to a story</p>	<p>connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between personal experiences and the theme or main ideas</i></li> </ul> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p><b>7. Identify and describe the author's use of language</b></p> <p>a. Identify and explain how the use of dialogue contributes to a story</p> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>b. Identify and explain specific words and phrases that contribute to meaning</p>	<p>e. Identify and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between personal experiences and the theme or main ideas</i></li> </ul> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>f. Explain the implications of the text for the reader and/or society</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul> <p><b>7. Identify and describe the author's use of language</b></p> <p>a. Identify and explain how the use of dialogue contributes to a story</p> <p><b>18. Tale of the Sun</b></p> <p>b. Identify and explain specific words and phrases that contribute to</p>	<p>e. Identify and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between personal experiences and the theme or main ideas</i></li> </ul> <p><b>4. Sounds Around; Part D</b> <b>18. Tale of the Sun</b></p> <p>f. Explain the implications of the text for the reader and/or society</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul> <p><b>7. Analyze the author's purposeful use of language</b></p> <p>a. Analyze specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning</i></li> <li>➤ <i>Denotations of above-grade-level words used in context</i></li> <li>➤ <i>Connotations of grade-appropriate words and phrases in context</i></li> </ul> <p>b. Analyze words and phrases that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul>	<p>e. Explain the implications of the text for the reader and/or society</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul> <p><b>7. Analyze the author's purposeful use of language</b></p> <p>a. Analyze how specific language choices contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning</i></li> <li>➤ <i>Denotations of above-grade-level words used in context</i></li> <li>➤ <i>Connotations of grade-appropriate words and phrases in context</i></li> </ul> <p>b. Analyze language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul>	<p>e. Explain the implications of the text for the reader and/or society</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul> <p><b>7. Analyze and evaluate purposeful use of language</b></p> <p>a. Analyze and evaluate language choices that create meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning</i></li> <li>➤ <i>Denotations of above-grade-level words used in context</i></li> <li>➤ <i>Connotations of grade-appropriate words and phrases in context</i></li> </ul> <p>b. Analyze and evaluate language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul>

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>text</p> <p>Identify and explain figurative language</p> <p><u>Assessment Limits:</u></p> <p>Simile</p> <p>Personification</p> <p>Onomatopoeia</p>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Significant words and phrases with a specific effect on meaning</li> <li>➤ Denotations of above-grade-level words used in context</li> </ul> <p>c. Identify and explain words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>d. Identify and explain figurative language</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Similes</li> <li>➤ Metaphors</li> <li>➤ Personification</li> <li>➤ Onomatopoeia</li> </ul> <p>e. Identify and explain language that appeals to the senses and feelings</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific words and phrases in the text or a portion of the text</li> </ul> <p>f. Identify and explain repetition and exaggeration</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Significant words and phrases with a specific effect on meaning</li> <li>➤ Denotations of above-grade-level words used in context</li> <li>➤ Connotations of grade-appropriate words and phrases in context</li> </ul> <p>c. Identify and explain words and phrases that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>d. Identify and explain figurative language that contributes to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>e. Identify and explain language that appeals to the senses and feelings</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific words and phrases in the text or a portion of the text</li> </ul> <p>f. Identify and explain how repetition and exaggeration contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>c. Identify and explain figurative language that contributes to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>d. Analyze how sensory language contributes to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific words and phrases in the text or a portion of the text</li> </ul> <p>e. Analyze how repetition and exaggeration contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>	<p>c. Analyze figurative language that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>d. Analyze imagery that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific words and phrases in the text or a portion of the text</li> </ul> <p>e. Analyze elements of style and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Common elements of style, such as, repetition, hyperbole, and rhetorical questions</li> </ul> <p>8. Read critically to evaluate literary texts</p> <p>a. Analyze the plausibility of the plot</p>	<p>c. Analyze the appropriateness of a particular tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Connections and other narrative elements</li> </ul> <p>d. Analyze and evaluate figurative language that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul> <p>e. Analyze imagery that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific words and phrases that create style and contribute to meaning or a portion of the text</li> </ul> <p>f. Analyze elements of style and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Common elements of style, such as repetition, hyperbole, and rhetorical questions</li> </ul> <p>8. Read critically to evaluate literary texts</p> <p>a. Analyze and evaluate the plausibility of the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ In the text or a portion of the text</li> </ul>

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i></p>	<p><b>8. Read critically to evaluate literary texts</b></p> <p>a. Identify and explain the believability of the characters' actions and the story's events <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Identify and explain the relationship between a literary text and its historical context</p>	<p><b>8. Read critically to evaluate literary texts</b></p> <p>a. Determine and explain the plausibility of the characters' actions and the plot <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Identify and explain the relationship between a literary text and its historical context</p> <p>d. Identify and explain the relationship between the structure and the purpose of the text</p>	<p><b>8. Read critically to evaluate literary texts</b></p> <p>a. Determine and explain the plausibility of the characters' actions and the plot <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Identify and explain the relationship between a literary text and its historical and/or social context <u>Assessment Limits:</u> ➤ <i>Implications of the historical or social context on a literary text</i></p> <p>d. Identify and explain the relationship between the structure and the purpose of the text</p>	<p>and the credibility of the characters <u>Assessment Limits:</u> <i>In the text or a portion of the text</i></p> <p>b. Analyze the extent to which the text contains ambiguities, subtleties, or contradictions <u>Assessment Limits:</u> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Analyze the relationship between a literary text and its historical and/or social context <u>Assessment Limits:</u> ➤ <i>Implications of the historical or social context on a literary text</i></p> <p>d. Analyze the relationship between the structure and the purpose of the text</p>	<p>b. Analyze and evaluate which the text contains ambiguities, subtleties, or contradictions <u>Assessment Limits:</u> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Analyze and evaluate the relationship between the text and its historical, political context <u>Assessment Limits:</u> ➤ <i>Implications of the historical or social context on a literary text</i></p> <p>d. Analyze the relationship between the structure and the purpose of the text <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate topics based on discussion of common experiences using techniques, such as, graphic organizers, journal writing, listing, webbing, and discussion of prior experiences</p> <p>b. Plan and organize ideas for writing by using an appropriate organizational structure, such as, chronological or sequential order, comparison and contrast</p> <ul style="list-style-type: none"> <li>• Complete an idea</li> </ul>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate and select topics using techniques, such as, graphic organizers, journal writing, free writing, listing, webbing, and discussion of prior experiences</p> <p>4. <i>Sounds Around; Part D</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>62. <i>To Be a Tree; Enrichment</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate, select, and narrow topics, collectively and independently, using graphic organizers, prior writing, and/or prior experiences</p> <p>4. <i>Sounds Around; Part D</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>17. <i>People of the Forest; PartA, Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>26. <i>Dynamic Duos; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>60. <i>Publicize It!</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> <li>• Evaluate topics for personal relevance, scope, and feasibility</li> <li>• Begin a coherent plan for developing ideas</li> <li>• Explore and evaluate relevant sources of information</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>17. <i>People of the Forest; PartA, Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>26. <i>Dynamic Duos; Enrichment</i></p> <p>33. <i>Forest Consequences; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>60. <i>Publicize It!</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> <li>• Evaluate topics for personal relevance, scope, and feasibility</li> <li>• Begin a coherent plan for developing ideas</li> <li>• Explore and evaluate relevant sources of information</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>17. <i>People of the Forest; PartA, Enrichment</i></p> <p>26. <i>Dynamic Duos; Enrichment</i></p> <p>33. <i>Forest Consequences; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>60. <i>Publicize It!</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> <li>• Evaluate topics for personal relevance, scope, and feasibility</li> <li>• Begin a coherent plan for developing ideas</li> <li>• Explore and evaluate relevant sources of information</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>17. <i>People of the Forest; PartA, Enrichment</i></p> <p>26. <i>Dynamic Duos; Enrichment</i></p> <p>33. <i>Forest Consequences; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>60. <i>Publicize It!</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>by providing topic, support, and concluding sentences</i></p> <p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas to develop fluency using a variety of forms, such as, journals, narratives, letters, reports, and paragraphs</p>	<p>b. Plan and organize ideas for writing by using an appropriate organizational structure, such as, chronological or sequential order, comparison and contrast, cause and effect</p> <ul style="list-style-type: none"> <li>• <i>Complete an idea by providing topic, support, and concluding sentences</i></li> </ul> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  62. <i>To Be a Tree; Enrichment</i></p>	<p>b. Select and use appropriate organizational structures, such as, narrative, chronological or sequential order, description, main idea and detail, question/answer, comparison and contrast, cause and effect</p> <ul style="list-style-type: none"> <li>• <i>Complete an idea by providing topic, support, and concluding sentences</i></li> </ul> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; PartA, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  60. <i>Publicize It!</i></p>	<p>b. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> <li>• <i>Organize information logically</i></li> <li>• <i>Use effective organizational structures</i></li> <li>• <i>Select or eliminate information as appropriate</i></li> <li>• <i>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</i></li> </ul> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; PartA, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  59. <i>Power of Print; Part B</i></p>	<p>b. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> <li>• <i>Organize information logically</i></li> <li>• <i>Use techniques, such as, graphic organizers and signal words to complete and clarify organizational structures</i></li> <li>• <i>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</i></li> </ul> <p>4. <i>Sounds Around; Part D</i>  17. <i>People of the Forest; PartA, Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i></p>	<p>b. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> <li>• <i>Organize information logically</i></li> <li>• <i>Use techniques, such as, graphic organizers and signal words to complete and clarify organizational structures</i></li> <li>• <i>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</i></li> </ul> <p>4. <i>Sounds Around; Part D</i>  17. <i>People of the Forest; PartA, Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives</p> <p>c. Compose to inform using summary and selection of major points and examples to support a main idea</p> <p>d. Compose to persuade using significant reasons and relevant support</p> <ul style="list-style-type: none"> <li>• Agree or disagree with an idea and generate convincing reasons with relevant support</li> <li>• Consider effective forms</li> </ul>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose</p> <p>4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Part A, variation, Enrichment</i> 7. <i>Habitat pen Pals</i> 7. <i>Habitat Pen pals; ; variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 49. <i>Tropical Treehouse; Part A</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i> 90. <i>Native Ways</i></p> <p>b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives</p> <p>4. <i>Sounds Around; Part D</i></p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 49. <i>Tropical Treehouse; Part A</i> 61. <i>The Closer You Look; Enrichment</i> 90. <i>Native Ways</i></p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery and figurative language</p> <p>4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Part A, variation,</i></p>	<p>60. <i>Publicize It!</i></p> <p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 49. <i>Tropical Treehouse; Part A</i> 61. <i>The Closer You Look; Enrichment</i> 90. <i>Native Ways</i></p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style and a clear, intentional, and consistent voice and tone</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 71. <i>Watch on Wetlands</i> 90. <i>Native Ways</i></p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p> <p>4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Part A, variation, Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 71. <i>Watch on Wetlands</i> 90. <i>Native Ways</i></p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 71. <i>Watch on Wetlands</i> 90. <i>Native Ways</i></p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p> <p>4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Part A, variation, Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 71. <i>Watch on Wetlands</i> 90. <i>Native Ways</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Use writing-to-learn strategies such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and "think-aloud's on paper" to connect ideas and thinking about lesson content</p> <p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• Eliminate words and ideas that do not support the main idea</li> <li>• Clarify meaning by rearranging words within a sentence</li> <li>• Clarify meaning by rearranging sentences within a</li> </ul>	<p>18. <i>Tale of the Sun; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  61. <i>The Closer You Look; Enrichment</i>  90. <i>Native Ways</i></p> <p>c. Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea</p> <p>7. <i>Habitat pen Pals</i>  7. <i>Habitat Pen pals,; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where...; Part B</i>  90. <i>Native Ways</i></p> <p>d. Compose to persuade using significant reasons and relevant support</p> <ul style="list-style-type: none"> <li>• Agree or disagree with an idea and generate convincing reasons with relevant support</li> <li>• Consider effective forms and word choice</li> </ul>	<p><i>Enrichment</i>  7. <i>Habitat pen Pals</i>  7. <i>Habitat Pen pals,; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  61. <i>The Closer You Look; Enrichment</i>  90. <i>Native Ways</i></p> <p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p> <p>7. <i>Habitat pen Pals</i>  7. <i>Habitat Pen pals,; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where...; Part B</i>  60. <i>Poblicize It!</i>  90. <i>Native Ways</i></p> <p>d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea</p> <ul style="list-style-type: none"> <li>• Take a position and generate convincing</li> </ul>	<p>ideas by using vivid language such as imagery, figurative language, and sound elements</p> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Part A, variation, Enrichment</i>  7. <i>Habitat pen Pals</i>  7. <i>Habitat Pen pals,; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  61. <i>The Closer You Look; Enrichment</i>  90. <i>Native Ways</i></p> <p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p> <p>7. <i>Habitat pen Pals</i>  7. <i>Habitat Pen pals,; variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where...; Part B</i>  59. <i>Power of Print; Part B</i>  60. <i>Poblicize It!</i>  90. <i>Native Ways</i></p>	<p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs</p> <p>54. <i>I'd Like to Visit a Place Where...; Part B</i>  59. <i>Power of Print; Part B</i>  60. <i>Poblicize It!</i>  71. <i>Watch on Wetlands</i>  90. <i>Native Ways</i></p> <p>d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> <li>• Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</li> <li>• Organize ideas to construct a logical progression</li> <li>• Use diction and syntax that is sincere, honest, and trustworthy</li> <li>• Use connotation, repetition, parallelism, and figurative language to control audience emotion and reaction</li> </ul>	<p>c. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective</p> <p>54. <i>I'd Like to Visit a Place Where...; Part B</i>  59. <i>Power of Print; Part B</i>  60. <i>Poblicize It!</i>  71. <i>Watch on Wetlands</i>  90. <i>Native Ways</i></p> <p>d. Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> <li>• Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</li> <li>• Organize ideas to construct a logical progression</li> <li>• Use diction and syntax that is sincere, honest, and trustworthy</li> <li>• Use connotation, repetition, and figurative language to control audience emotion and reaction</li> <li>• Use authoritative</li> </ul>



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>text for a clear beginning, middle, and end</i></p> <p>b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> <li>• <i>Self edit</i></li> <li>• <i>Peer edit</i></li> <li>• <i>Dictionary</i></li> </ul> <p>c. Prepare the final product for presentation to an audience</p>	<p>e. Use writing-to-learn strategies such as diagrams, flow charts, freewriting, learning logs, and “think-aloud’s on paper” to connect ideas and thinking about lesson content</p> <p>f. Manage time and process when writing for a given purpose</p> <p>3. <b>Compose texts using the revising and editing strategies of effective writers and speakers</b></p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• <i>Eliminate words and ideas that do not support the main idea</i></li> <li>• <i>Clarify meaning by</i></li> </ul>	<p><i>reasons to support it</i></p> <ul style="list-style-type: none"> <li>• <i>Consider the effectiveness of form, diction, audience appeal, and organization</i></li> </ul> <p>e. Use writing-to-learn strategies such as learning logs, dialogue journals, and quickwrites to connect ideas and thinking about lesson content</p> <p>f. Manage time and process when writing for a given purpose</p> <p>3. <b>Compose texts using the revising and editing strategies of effective writers and speakers</b></p> <p>a. Revise texts for clarity, completeness, and</p>	<p>d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> <li>• <i>Support, modify, or disagree with a position and generate convincing evidence to support it</i></li> <li>• <i>Consider the effectiveness of diction, audience appeal, and organization</i></li> <li>• <i>Use connotation, repetition, and figurative language to control audience emotion and reaction</i></li> <li>• <i>Use authoritative citations</i></li> </ul> <p>33. <i>Forest Consequences; Enrichment</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>e. Use writing-to-learn strategies such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge</p> <p>f. Manage time and process when writing for</p>	<ul style="list-style-type: none"> <li>• <i>Use authoritative citations when effective and document appropriately</i></li> </ul> <p>33. <i>Forest Consequences; Enrichment</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>71. <i>Watch on Wetlands</i></p> <p>e. Use writing-to-learn strategies such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas</p> <p>f. Manage time and process when writing for a given purpose</p> <p>71. <i>Watch on Wetlands</i></p> <p>3. <b>Compose texts using the revising and editing strategies of effective writers and speakers</b></p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• <i>Eliminate redundant and irrelevant words and ideas</i></li> <li>• <i>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</i></li> <li>• <i>Clarify the</i></li> </ul>	<p><i>citations when effective and document appropriately</i></p> <p>33. <i>Forest Consequences; Enrichment</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>71. <i>Watch on Wetlands</i></p> <p>e. Use writing-to-learn strategies such as reflective journals, metacognitive writings, and projections based on reflections to analyze and synthesize thinking and learning</p> <p>f. Manage time and process when writing for a given purpose</p> <p>71. <i>Watch on Wetlands</i></p> <p>3. <b>Compose texts using the revising and editing strategies of effective writers and speakers</b></p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• <i>Eliminate redundant and irrelevant words and ideas</i></li> <li>• <i>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</i></li> </ul>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>b. Acquire and use new vocabulary</p> <p>c. Consider the effect of word choices on the audience</p>	<p>adding modifiers and sensory words within a sentence</p> <ul style="list-style-type: none"> <li>Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</li> <li>Provide sentence variety and length by combining sentences and correcting rambling sentences</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>62. <i>To Be a Tree; Enrichment</i></p> <p>b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling</p> <p>c. <i>Self edit</i></p> <p>d. <i>Peer edit</i></p> <p>e. <i>Dictionary</i></p>	<p>effectiveness</p> <ul style="list-style-type: none"> <li>Eliminate words and ideas that do not support the main idea</li> <li>Clarify meaning by rearranging words within a sentence</li> <li>Clarify meaning by rearranging sentences within a text</li> <li>Provide sentence variety and length by combining sentences and correcting rambling sentences</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>17. <i>People of the Forest; Part A, Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>60. <i>Poblucize It!</i></p>	<p>a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>Eliminate redundant and irrelevant words and ideas</li> <li>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</li> <li>Coordinate equal ideas within a sentence</li> <li>Subordinate less important ideas with a sentence using phrases and clauses</li> <li>Maintain consistent person, number and tense</li> <li>Modify sentences from passive to active voice</li> <li>Vary sentence types and lengths to clarify and extend meaning and to develop style</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>17. <i>People of the Forest; Part A, Enrichment</i></p>	<p>relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced</p> <ul style="list-style-type: none"> <li>Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</li> <li>Vary sentence types and lengths to clarify and extend meaning and to develop style</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>17. <i>People of the Forest; Part A, Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>60. <i>Poblucize It!</i></p> <p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li><i>Self edit</i></li> <li><i>Peer edit</i></li> <li><i>Dictionary</i></li> <li><i>Thesaurus</i></li> <li><i>Spell checker</i></li> </ul>	<ul style="list-style-type: none"> <li>Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel</li> <li>Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</li> <li>Vary sentence types and lengths to clarify and extend meaning, to demonstrate style, and to sustain audience interest</li> </ul> <p>4. <i>Sounds Around; Part D</i></p> <p>17. <i>People of the Forest; Part A, Enrichment</i></p> <p>44. <i>Water Wonders; Part A</i></p> <p>49. <i>Tropical Treehouse; Part A</i></p> <p>59. <i>Power of Print; Part B</i></p> <p>60. <i>Poblucize It!</i></p> <p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li><i>Self edit</i></li> <li><i>Peer edit</i></li> <li><i>Dictionary</i></li> <li><i>Thesaurus</i></li> <li><i>Spell checker</i></li> </ul>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing</p> <p>a. Assess the effectiveness of choice of details and words/phrases that extend meaning in student's own composing</p> <p>b. Explain how specific words/phrases used by the writer affects reader response</p> <p>c. Examine and use basic transitions such as "and," "but," "or," "first," "second," and "last"</p>	<p>f. <i>Thesaurus</i> g. <i>Spell checker</i> h. <i>Language handbook</i></p> <p>4. <i>Sounds Around; Part D</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 62. <i>To Be a Tree; Enrichment</i></p> <p>c. Prepare the final product for presentation to an audience</p> <p>4. <i>Sounds Around; Part D</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i></p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i></p>	<p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li>• <i>Self edit</i></li> <li>• <i>Peer edit</i></li> <li>• <i>Dictionary</i></li> <li>• <i>Thesaurus</i></li> <li>• <i>Spell checker</i></li> <li>• <i>Language handbook</i></li> <li>• <i>Grammar checker</i></li> </ul> <p>4. <i>Sounds Around; Part D</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 60. <i>Publicize It!</i></p> <p>c. Prepare the final product for presentation to an audience</p> <p>4. <i>Sounds Around; Part D</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 60. <i>Publicize It!</i></p>	<p>18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li>• <i>Self edit</i></li> <li>• <i>Peer edit</i></li> <li>• <i>Dictionary</i></li> <li>• <i>Thesaurus</i></li> <li>• <i>Spell checker</i></li> <li>• <i>Language handbook</i></li> <li>• <i>Grammar checker</i></li> </ul> <p>4. <i>Sounds Around; Part D</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 59. <i>Power of Print;; Part B</i> 60. <i>Publicize It!</i></p> <p>c. Prepare the final product for presentation to an audience</p>	<ul style="list-style-type: none"> <li>• <i>Spell checker</i></li> <li>• <i>Language handbook</i></li> <li>• <i>Grammar checker</i></li> <li>• <i>Style book</i></li> </ul> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 59. <i>Power of Print;; Part B</i> 60. <i>Publicize It!</i></p> <p>c. Prepare the final product for presentation to an audience</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 59. <i>Power of Print;; Part B</i> 60. <i>Publicize It</i></p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i></p>	<ul style="list-style-type: none"> <li>• <i>Language handbook</i></li> <li>• <i>Grammar checker</i></li> <li>• <i>Style book</i></li> </ul> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 59. <i>Power of Print;; Part B</i> 60. <i>Publicize It!</i></p> <p>c. Prepare the final product for presentation to an audience</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 59. <i>Power of Print;; Part B</i> 60. <i>Publicize It!</i></p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 17. <i>People of the Forest; Part A,</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</p> <p>a. Revise own text for word choice</p>	<p>18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  61. <i>The Closer You Look; Enrichment</i>  62. <i>To Be a Tree; Enrichment</i></p> <p>b. Describe how listeners might respond differently to similar words such as nightmare/dream, loud/deafening, cute/gorgeous</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i></p> <p>c. Consider the effect of word choices on the audience</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i></p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A</i>  18. <i>Tale of the Sun; Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  60. <i>Publicize It!</i>  61. <i>The Closer You Look; Enrichment</i></p> <p>b. Describe how listeners might respond differently to similar words such as nightmare/dream, loud/deafening, cute/gorgeous</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i></p> <p>c. Consider how word choices affect the audience</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i></p>	<p>4. <i>Sounds Around; Part D</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  59. <i>Power of Print;; Part B</i>  60. <i>Publicize It!</i></p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  59. <i>Power of Print; Parts A, B, Enrichment</i>  60. <i>Publicize It!</i>  61. <i>The Closer You Look; Enrichment</i></p>	<p>7. <i>Habitat Pen Pals; Variation</i>  17. <i>People of the Forest; Part A, Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Parts A, B</i>  60. <i>Publicize It!</i></p> <p>b. Make effective decisions regarding word choice according to connotative and denotative meanings</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  17. <i>People of the Forest; Part A, Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Parts A, B</i></p> <p>c. Consider how readers or listeners might respond differently to the same words</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  17. <i>People of the Forest; Part A, Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Parts A, B, Enrichment</i></p>	<p><i>Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print</i>  60. <i>Publicize It!</i></p> <p>b. Differentiate connotative from denotative meanings of words to make precise word choices</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  17. <i>People of the Forest; Part A, Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Parts A and B</i></p> <p>c. Consider how readers or listeners might respond differently to the same words</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  17. <i>People of the Forest; Part A, Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  59. <i>Power of Print; Parts A, B, Enrichment</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify and use sources of information on a topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic</p> <p>c. Use note taking and organizational strategies to record and organize information</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing</p> <p>a. Assess the effectiveness of word choice in student's own composing</p> <ul style="list-style-type: none"> <li>• <i>Language suitable for a given purpose</i></li> <li>• <i>Words/phrases that extend meaning</i></li> </ul> <p>b. Explain how specific words/phrases used by the writer affects reader response</p> <p>c. Examine and use spatial transitions such as "near," "far," "on the left," and "in the distance"</p>	<p>7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i></p> <p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of word choice that reveals a student's purpose for writing</p> <ul style="list-style-type: none"> <li>• <i>Language appropriate for a particular audience</i></li> <li>• <i>Language suitable for a given purpose</i></li> <li>• <i>Words/phrases/sentences that extend meaning in a given context</i></li> </ul>	<p>b. Consider the connotative and/or denotative meanings of words when selecting vocabulary</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  59. <i>Power of Print; Parts A, B, Enrichment</i></p> <p>c. Consider how word choices affect the audience</p> <p>4. <i>Sounds Around; Part D</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  59. <i>Power of Print; Parts A, B, Enrichment</i></p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> <li>• <i>Language appropriate for a particular audience</i></li> <li>• <i>Language suitable for a given purpose</i></li> <li>• <i>Words/phrases/sentences that extend meaning in a given context</i></li> </ul> <p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>c. Evaluate the use of transitions in a text</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> <li>• <i>Language appropriate for a particular audience</i></li> <li>• <i>Language suitable for a given purpose</i></li> <li>• <i>Words/phrases/sentences that extend meaning in a given context</i></li> </ul> <p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>c. Evaluate the use of transitions and their effectiveness in a text</p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• <i>Participate in teacher-directed note-taking and organization of information</i></li> </ul> <p>d. Use information to fulfill a given purpose</p>	<p>6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Revise own text for word choice</p> <p>b. Explain how revisions in word choice affect meaning</p>	<p>b. Explain how specific words/phrases/sentences affect reader/listener response</p> <p>c. Examine and use transitions showing importance and relation such as "because," "additionally," "unless," "although," and "so"</p> <p>6. Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience</p> <p>b. Explain how revisions in word choice and syntax affect meaning</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> <li>• <i>Language appropriate for a particular audience</i></li> <li>• <i>Language suitable for a given purpose</i></li> <li>• <i>Words/phrases/sentences that extend meaning in a given context</i></li> </ul> <p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>c. Evaluate the use of transitions in a text</p>	<p>6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience</p> <p>b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning</p>	<p>6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience</p> <p>b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning</p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>c. Use note taking, organizational strategies, and simple documentation of information to record and organize information</p> <ul style="list-style-type: none"> <li>• <i>Participate in teacher-directed note-taking and organization of information</i></li> </ul> <p><b>9. Planet Diversity</b>  <b>21. Adopt a Tree; Part B</b>  <b>76. Tree Cookies; Part B</b>  <b>95. Did You Notice? Part B</b></p>	<p>c. Select appropriate information for note taking and organizing information</p> <ul style="list-style-type: none"> <li>• <i>Practice appropriate strategies for organizing information and/or taking notes</i></li> </ul> <p><b>9. Planet Diversity</b>  <b>21. Adopt a Tree; Part B</b>  <b>76. Tree Cookies; Part B</b>  <b>95. Did You Notice? Part B</b></p>	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify, evaluate, and use sources of information on a self-selected and/or given topic</p> <p><b>7. Habitat Pen Pals</b>  <b>7. Habitat Pen Pals; Variation</b>  <b>8. The Forest of S.T. Shrew; Enrichment</b>  <b>17. People of the Forest; Part A, Enrichment</b>  <b>26. Dynamic Duos; Enrichment</b>  <b>33. Forest Consequences; Enrichment</b>  <b>49. Tropical Treehouse; Part A</b>  <b>59. Power of Print; Part B, Enrichment</b>  <b>76. Tree Cookies; Part B</b>  <b>86. Our Changing World; Part B</b>  <b>95. Did You Notice? Part B</b></p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p> <p><b>7. Habitat Pen Pals</b>  <b>7. Habitat Pen Pals; Variation</b>  <b>8. The Forest of S.T. Shrew; Enrichment</b>  <b>17. People of the Forest; Part A, Enrichment</b>  <b>26. Dynamic Duos; Enrichment</b></p>	<p>c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information</p> <ul style="list-style-type: none"> <li>• <i>Appropriate strategies for taking notes</i> <ul style="list-style-type: none"> <li>▪ Appropriate strategies for organizing source information or notes</li> <li>▪ Information to include or exclude when using a note taking method</li> <li>▪ Advantages, disadvantages, or limitations of a given strategy or procedure for</li> </ul> </li> </ul>	<p>c. Use a systematic process for recording, documenting, and organizing this information</p> <ul style="list-style-type: none"> <li>• <i>Appropriate strategies for taking notes</i> <ul style="list-style-type: none"> <li>▪ Appropriate strategies for organizing source information or notes</li> <li>▪ Information to include or exclude when using a note taking method</li> <li>▪ Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing</li> </ul> </li> </ul>



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>d. Use information to fulfill a given purpose</p> <p><b>95. Did You Notice?; Part B</b></p> <p>e. Credit sources when paraphrasing and quoting to avoid plagiarism</p>	<p>i. Use information from two or more sources to fulfill a given purpose</p> <p><b>95. Did You Notice?; Part B</b></p> <p>ii. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<p><b>33. Forest Consequences; Enrichment</b></p> <p><b>49. Tropical Treehouse; Part A</b></p> <p><b>59. Power of Print; Part B, Enrichment</b></p> <p><b>76. Tree Cookies; Part B</b></p> <p><b>86. Our Changing World; Part B</b></p> <p><b>95. Did You Notice? Part B</b></p> <p>c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information</p> <ul style="list-style-type: none"> <li>• <i>Appropriate strategies for taking notes</i> <ul style="list-style-type: none"> <li>▪ Appropriate strategies for organizing source information or notes</li> </ul> </li> </ul>	<p>recording or organizing information</p> <ul style="list-style-type: none"> <li>▪ Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency</li> <li>• <i>Use a recognized format for documentation, such as, MLA</i></li> </ul> <p><b>21. Adopt a Tree; Part B</b></p> <p><b>76. Tree Cookies; Part B</b></p> <p><b>95. Did You Notice? Part B</b></p> <p>d. Synthesize information from two or more sources to fulfill a self-selected or given purpose</p> <p><b>95. Did You Notice?; Part B</b></p> <p>e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<p>information</p> <ul style="list-style-type: none"> <li>▪ Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency</li> <li>• <i>Use a recognized format for documentation, such as, MLA</i></li> </ul> <p><b>21. Adopt a Tree; Part B</b></p> <p><b>76. Tree Cookies; Part B</b></p> <p><b>95. Did You Notice? Part B</b></p> <p>d. Synthesize information from two or more sources to fulfill a self-selected or given purpose</p> <p><b>95. Did You Notice?; Part B</b></p> <p>e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			<ul style="list-style-type: none"> <li>▪ Information to include or exclude when using a note taking method</li> <li>▪ Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information</li> <li>▪ Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency</li> </ul> <ul style="list-style-type: none"> <li>• <i>Use a recognized format for documentation, such as, MLA</i></li> </ul> <p><b>9. Planet Diversity</b>  <b>21. Adopt a Tree; Part B</b>  <b>76. Tree Cookies; Part B</b>  <b>95. Did You Notice? Part B</b></p> <p>d. Synthesize information from two or more sources to fulfill a self-selected or given purpose</p> <p><b>95. Did You Notice?; Part B</b></p> <p>e. Use a recognized format to credit sources when paraphrasing, summarizing, and</p>		

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

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

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

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

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>a. Spell non-phonetic high frequency words</p> <p>b. Spell words with common prefixes and suffixes</p> <p>c. Modify spellings when adding inflectional endings and suffixes</p> <p>d. Spell words that follow regular spelling patterns in multi-syllabic words</p> <p>e. Spell previously studied contractions and possessives</p> <p>f. Access resources as a spelling aid (word wall, dictionary, technology)</p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>c. Recognize and correct common usage errors such as homophones, contractions, and commonly confused words</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Part B, Enrichment</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To be a Tree; Enrichment</i></p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p> <p>C. Mechanics 1. Explain the purpose of mechanics to make and</p>	<p>60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>c. Recognize and correct common usage errors such as misplaced modifiers and incorrect use of verbs such as <i>lie - lay, rise - raise, sit - set</i></p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>	<p>7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>c. Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as <i>accept - except</i></p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p>	<p>C. Mechanics 1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language** a. Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>b. Use an apostrophe to designate possession with indefinite pronouns and adjectives</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i></p>	<p>2. Apply standard English punctuation and capitalization in written language** a. Punctuate at the word level</p> <ul style="list-style-type: none"> <li>• Hyphen</li> <li>• Slash</li> </ul> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>b. Use correctly the mechanics of writing</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>c. Use available resources for all mechanics of writing rules that may be in flux</p> <p>4. <i>Sounds Around; Part D</i> 17. <i>People of the Forest; Part A, Enrichment</i></p>



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>E. Handwriting</b></p> <p><b>1. Produce writing that is legible to the audience</b></p> <p>a. Use manuscript fluently when appropriate to the task</p> <p>b. Form upper and lower case letters using cursive writing</p> <p>c. Use connecting strokes to write continuous text for daily assignments</p> <p>d. Use cursive writing for independent assignments to build accuracy and automaticity</p> <p>e. Use word processing technology when appropriate</p>	<p>clarify meaning in academic and personal reading and writing</p> <p><b>2. Apply standard English punctuation and capitalization in written language**</b></p> <p>a. Use correct and varied end punctuation</p> <p><i>2. Get in Touch with Trees; Part B</i>  <i>4. Sounds Around; Part D</i>  <i>7. Habitat Pen Pals</i>  <i>7. Habitat Pen Pals; Variation</i>  <i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>9. Planet Diversity; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>44. Water Wonders; Part A</i>  <i>49. Tropical Treehouse; Part A</i>  <i>54. I'd Like to Visit a Place Where; Parts B and C</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To be a Tree; Enrichment</i></p> <p>b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence</p> <p><i>4. Sounds Around; Part D</i>  <i>7. Habitat Pen Pals</i>  <i>7. Habitat Pen Pals; Variation</i>  <i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>9. Planet Diversity; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>44. Water Wonders; Part A</i></p>	<p><b>C. Mechanics</b></p> <p><b>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b></p> <p><b>2. Apply standard English punctuation and capitalization in written language**</b></p> <p>a. Use commas correctly in direct address and to separate adjectives and parenthetical expressions such as <i>on the other hand, for example, by the way</i></p> <p><i>2. Get in Touch with Trees; Part B</i>  <i>4. Sounds Around; Part D</i>  <i>7. Habitat Pen Pals</i>  <i>7. Habitat Pen Pals; Variation</i>  <i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>9. Planet Diversity; Enrichment</i>  <i>17. People of the forest; Part A, Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>44. Water Wonders; Part A</i>  <i>49. Tropical Treehouse; Part A</i>  <i>54. I'd Like to Visit a Place Where; Parts B and C</i>  <i>60. Publicize It!</i>  <i>61. The Closer You Look; Enrichment</i></p> <p>b. Use apostrophes in plural possessives and nouns that end in -s</p> <p><i>4. Sounds Around; Part D</i>  <i>7. Habitat Pen Pals</i>  <i>7. Habitat Pen Pals; Variation</i>  <i>8. The Forest of S.T. Shrew;</i></p>	<p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p> <p><b>C. Mechanics</b></p> <p><b>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b></p> <p><b>2. Apply standard English punctuation and capitalization in written language**</b></p> <p>a. Use commas and semicolons correctly such as in a compound sentence</p> <p><i>2. Get in Touch with Trees; Part B</i>  <i>4. Sounds Around; Part D</i>  <i>7. Habitat Pen Pals</i>  <i>7. Habitat Pen Pals; Variation</i>  <i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>9. Planet Diversity; Enrichment</i>  <i>17. People of the forest; Part A, Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>33. Forest Consequences; enrichment</i></p>	<p><i>60. Publicize It!</i>  <i>61. The Closer You Look; Enrichment</i></p> <p>c. Use correctly the mechanics of writing</p> <p><i>4. Sounds Around; Part D</i>  <i>17. People of the Forest; Part A, Enrichment</i>  <i>26. Dynamic Duos; Enrichment</i>  <i>33. Forest Consequences; Enrichment</i>  <i>44. Water Wonders; Part A</i>  <i>54. I'd Like to Visit a Place Where; Parts B and C</i>  <i>59. Power of Print; Part B</i>  <i>60. Publicize It!</i></p> <p>d. Use a colon to introduce a list</p> <p><i>4. Sounds Around; Part D</i>  <i>17. People of the Forest; Part A, Enrichment</i>  <i>33. Forest Consequences; Enrichment</i>  <i>54. I'd Like to Visit a Place Where; Parts B and C</i>  <i>59. Power of Print; Part B</i>  <i>60. Publicize It!</i></p>	<p><i>33. Forest Consequences; Enrichment</i>  <i>44. Water Wonders; Part A</i>  <i>54. I'd Like to Visit a Place Where; Parts B and C</i>  <i>59. Power of Print; Part B</i>  <i>60. Publicize It!</i></p> <p>3. Explain editorial choices involving mechanics</p> <p><b>D. Spelling</b></p> <p><b>1. Recognize conventional spelling in and through personal and academic reading</b></p> <p><b>2. Apply conventional spelling in written language</b></p> <p>a. Use conventional spelling in personal writing</p> <p><i>4. Sounds Around; Part D</i>  <i>5. Poet-Tree; Parts A, B, Variation, Enrichment</i>  <i>17. People of the Forest; Part A,</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To be a Tree; Enrichment</i></p> <p>c. Use underlining, quotation marks, or italics to identify titles of documents</p> <p>4. <i>Sounds Around; Part D</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i></p> <p>d. Use apostrophes in contractions and possessives 4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To be a Tree; Enrichment</i></p> <p>e. Use quotation marks and commas in simple dialogue and for direct quotations 4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i></p>	<p><i>Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>c. Use quotation marks and commas in dialogue 4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i></p> <p>d. Use a colon to introduce a list 4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i></p>	<p>44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>b. Use parentheses and dashes correctly 4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 33. <i>Forest Consequences; enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>c. Use appropriate punctuation for special formats such as e-mail, bulleted lists, letters, memos, citations, and outlines 4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i></p>	<p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling 1. Recognize conventional spelling in and through personal and academic reading 2. Apply conventional spelling in written language a. Use conventional spelling in personal writing 4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>b. Develop self-monitoring strategies for frequently misspelled words c. Use suitable traditional</p>	<p><i>Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>b. Develop self-monitoring strategies for frequently misspelled words c. Use suitable traditional and electronic resources as a spelling aid 17. <i>People of the Forest; Part A, Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i></p> <p>f. Use capital letters correctly in titles and the first word in a direct quotation</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To be a Tree; Enrichment</i></p> <p>g. Indent for paragraphs</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To be a Tree; Enrichment</i></p> <p>3. Explain editorial choices involving mechanics</p>	<p>54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p> <p>e. Use quotation marks and commas in simple dialogue and for direct quotations</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 49. <i>Tropical Treehouse; Part A</i></p> <p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p>	<p>7. <i>Habitat Pen Pals; Variation</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the forest; Part A</i> 18. <i>Tale of the Sun; Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>d. Use a colon to introduce a list</p> <p>4. <i>Sounds Around; Part D</i> 7. <i>Habitat Pen Pals</i> 7. <i>Habitat Pen Pals; Variation</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 9. <i>Planet Diversity; Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i> 61. <i>The Closer You Look; Enrichment</i></p>	<p>and electronic resources as a spelling aid</p> <p>17. <i>People of the Forest; Part A, Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 49. <i>Tropical Treehouse; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Write fluidly and legibly in manuscript and cursive</p> <p>4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i> 17. <i>People of the Forest; Part A, Enrichment</i> 26. <i>Dynamic Duos; Enrichment</i> 33. <i>Forest Consequences; Enrichment</i> 44. <i>Water Wonders; Part A</i> 54. <i>I'd Like to Visit a Place Where; Parts B and C</i> 59. <i>Power of Print; Part B</i> 60. <i>Publicize It!</i></p> <p>b. Use word processing technology when appropriate</p> <p>4. <i>Sounds Around; Part D</i> 5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>D. Spelling</p> <ol style="list-style-type: none"> <li>1. Recognize conventional spelling in and through personal and academic reading</li> <li>2. Apply conventional spelling in written language               <ol style="list-style-type: none"> <li>a. Spell grade-appropriate high frequency and content words</li> </ol> </li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i>  4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  61. <i>The Closer You Look; Enrichment</i>  62. <i>To be a Tree; Enrichment</i></p> <ol style="list-style-type: none"> <li>b. Modify spellings when adding inflectional endings and suffixes</li> </ol> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i></p>	<ol style="list-style-type: none"> <li>a. Spell grade-appropriate high frequency and content words</li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i>  4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  60. <i>Publicize It!</i>  61. <i>The Closer You Look; Enrichment</i></p> <ol style="list-style-type: none"> <li>b. Spell multi-syllabic words with complex spelling patterns</li> </ol> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  60. <i>Publicize It!</i></p>	<ol style="list-style-type: none"> <li>3. Explain editorial choices involving mechanics</li> </ol> <p>D. Spelling</p> <ol style="list-style-type: none"> <li>1. Recognize conventional spelling in and through personal and academic reading</li> <li>2. Apply conventional spelling in written language               <ol style="list-style-type: none"> <li>a. Use conventional spelling in personal writing</li> </ol> </li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i>  4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i>  61. <i>The Closer You Look; Enrichment</i></p> <ol style="list-style-type: none"> <li>b. Develop self-monitoring strategies for frequently misspelled words</li> </ol>	<p>E. Handwriting</p> <ol style="list-style-type: none"> <li>1. Produce writing that is legible to the audience               <ol style="list-style-type: none"> <li>a. Write fluidly and legibly in manuscript and cursive</li> </ol> </li> </ol> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i></p> <ol style="list-style-type: none"> <li>b. Use word processing technology when appropriate</li> </ol> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i></p>	<p>17. <i>People of the Forest; Part A, Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i></p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  61. <i>The Closer You Look; Enrichment</i>  62. <i>To be a Tree; Enrichment</i></p> <p>c. Spell one-syllable and multi-syllabic words with complex spelling patterns such as <i>-tion, -ous, ph-, kn-</i>, etc.</p> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  61. <i>The Closer You Look; Enrichment</i>  62. <i>To be a Tree; Enrichment</i></p> <p>d. Access resources as a spelling aid (word wall, dictionary, technology)</p> <p>4. <i>Sounds Around; Part D</i>  5. <i>Poet-Tree; Parts A, B, Variation, Enrichment</i>  7. <i>Habitat Pen Pals</i>  7. <i>Habitat Pen Pals; Variation</i>  8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where;</i></p>	<p>61. <i>The Closer You Look; Enrichment</i></p> <p>c. Use suitable traditional and electronic resources as a spelling aid</p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  18. <i>Tale of the Sun; Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  60. <i>Publicize It!</i>  61. <i>The Closer You Look; Enrichment</i></p> <p>d. Use mnemonic devices to recall frequently misspelled words</p> <p>3. Maintain a personal list of words to use in editing</p>	<p>c. Use suitable traditional and electronic resources as a spelling aid</p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i>  9. <i>Planet Diversity; Enrichment</i>  17. <i>People of the Forest; Part A, Enrichment</i>  26. <i>Dynamic Duos; Enrichment</i>  33. <i>Forest Consequences; Enrichment</i>  44. <i>Water Wonders; Part A</i>  49. <i>Tropical Treehouse; Part A</i>  54. <i>I'd Like to Visit a Place Where; Parts B and C</i>  59. <i>Power of Print; Part B</i>  60. <i>Publicize It!</i>  61. <i>The Closer You Look; Enrichment</i></p>		

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

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

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



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain</p> <p>b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p>	<p><b>76. Tree Cookies; Enrichment</b></p> <p>c. Contribute relevant comments</p> <p>d. Relate prior knowledge</p> <p><b>4. Sounds Around; Enrichment</b></p> <p><b>8. The Forest of S.T. Shrew; Enrichment</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part A</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>42. Sunlight and Shades of Green</b></p> <p><b>54. I'd Like to Visit a Place Where...; Part C, Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>58. There Ought to be a Law; Enrichment</b></p> <p><b>76. Tree Cookies; Enrichment</b></p> <p><b>87. Earth Manners</b></p>	<p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. We can Work it Out</b></p> <p><b>56. We Can Work it Out; Enrichment</b></p> <p><b>58. There Ought to be a Law; Enrichment</b></p> <p><b>76. Tree Cookies; Enrichment</b></p> <p><b>86. Our Changing World; Part B</b></p> <p>c. Contribute relevant comments</p> <p>d. Relate prior knowledge</p> <p><b>4. Sounds Around; Enrichment</b></p> <p><b>8. The Forest of S.T. Shrew; Enrichment</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part A</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>42. Sunlight and Shades of Green</b></p> <p><b>54. I'd Like to Visit a Place Where...; Part C, Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. We can Work it Out</b></p> <p><b>56. We Can Work it Out; Enrichment</b></p> <p><b>58. There Ought to be a Law; Enrichment</b></p> <p><b>76. Tree Cookies; Enrichment</b></p> <p><b>86. Our Changing World; Part B</b></p> <p><b>92. A Look at Lifestyles; Part B</b></p>	<p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Variation</b></p> <p><b>35. Loving it Too Much; Enrichment</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>54. I'd Like to Visit a Place Where...; Part C, Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. We can Work it Out</b></p> <p><b>56. We Can Work it Out; Enrichment</b></p> <p><b>58. There Ought to be a Law; Enrichment</b></p> <p><b>72. Air We Breathe; Part C</b></p> <p><b>76. Tree Cookies; Enrichment</b></p> <p>c. Contribute relevant comments</p> <p><b>33. Forest Consequences; Variation</b></p> <p>d. Relate prior knowledge</p> <p><b>4. Sounds Around; Enrichment</b></p> <p><b>8. The Forest of S.T. Shrew; Enrichment</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part A</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>18. Tale of the Sun</b></p> <p><b>35. Loving it Too Much; Enrichment</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>42. Sunlight and Shades of Green</b></p> <p><b>54. I'd Like to Visit a Place Where...; Part C, Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. We can Work it Out</b></p> <p><b>56. We Can Work it Out; Enrichment</b></p> <p><b>58. There Ought to be a Law;</b></p>	<p>2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <p>a. Ask relevant questions concerning the speaker's content, delivery, and purpose</p> <p>b. Determine a speaker's purpose and viewpoint</p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Variation</b></p> <p><b>35. Loving it Too Much; Enrichment</b></p> <p><b>56. We can Work it Out</b></p> <p><b>56. We Can Work it Out; Enrichment</b></p> <p><b>58. There Ought to be a Law; Enrichment</b></p> <p>c. Interpret the speech or performance or presentation</p> <p><b>4. Sounds Around; Enrichment</b></p>	<p>settings</p> <p>a. Evaluate the effectiveness of the elements of the speech or performance or presentation</p> <p>b. Interpret the speech or performance or presentation</p> <p><b>4. Sounds Around; Enrichment</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Variation</b></p> <p><b>35. Loving it Too Much; Enrichment</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>54. I'd Like to Visit a Place Where...; Part C, Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. We can Work it Out</b></p> <p><b>56. We Can Work it Out; Enrichment</b></p> <p><b>58. There Ought to be a Law; Enrichment</b></p> <p><b>76. Tree Cookies; Enrichment</b></p> <p><b>86. Our Changing World; Part B</b></p> <p><b>92. A Look at Lifestyles; Part B</b></p> <p>c. Analyze a speaker's purpose and viewpoint</p> <p>d. Identify and evaluate a speaker's stylistic devices such as clear organization, clear</p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p>	<p><i>9. Planet Diversity</i>  <i>17. People of the Forest; Parts A and B</i>  <i>18. Tale of the Sun</i>  <i>40. Then and Now</i>  <i>40. Then and Now; Enrichment</i>  <i>54. I'd Like to Visit a Place Where...; Part C, Enrichment</i>  <i>55. Planning the Ideal Community; Part C, Enrichment</i>  <i>56. We can Work it Out</i>  <i>56. We Can Work it Out; Enrichment</i>  <i>58. There Ought to be a Law; Enrichment</i>  <i>76. Tree Cookies; Enrichment</i>  <i>86. Our Changing World; Part B</i>  <i>92. A Look at Lifestyles; Part B</i></p> <p>e. Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, and facial expressions</p>	<p>g. Maintain focus by identifying and managing barriers to listening</p> <p>2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <p>a. Elaborate on the information and ideas presented</p> <p><i>17. People of the Forest; Parts A and B</i>  <i>18. Tale of the Sun</i>  <i>35. Loving it Too Much; Enrichment</i>  <i>40. Then and Now</i>  <i>40. Then and Now; Enrichment</i>  <i>54. I'd Like to Visit a Place Where...; Part C, Enrichment</i>  <i>55. Planning the Ideal Community; Part C, Enrichment</i>  <i>56. We can Work it Out</i>  <i>56. We Can Work it Out; Enrichment</i>  <i>58. There Ought to be a Law; Enrichment</i>  <i>72. Air We Breathe; Part C</i>  <i>76. Tree Cookies; Enrichment</i>  <i>86. Our Changing World; Part B</i>  <i>92. A Look at Lifestyles; Part B</i></p> <p>b. Make inferences or draw conclusions based on the presentation</p> <p><i>9. Planet Diversity</i>  <i>11. Can it Be Real? Part A</i>  <i>17. People of the Forest; Parts A and</i></p>	<p>e. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery as well as its overall impact upon the listeners</p>	

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

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes</p> <p>b. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Eye contact</li> <li>• Facial expressions</li> <li>• Gestures</li> </ul>	<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress</p> <p><b>4. Sounds Around; Part B</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part B</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>40. Then and Now</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>58. There Ought to be a Law</b></p> <p>b. Demonstrate appropriate timing</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pacing</li> <li>• Rate</li> </ul> <p><b>4. Sounds Around; Part B</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part B</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>40. Then and Now</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p>c. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Eye contact</li> <li>• Facial expressions</li> <li>• Gestures</li> </ul>	<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress</p> <p><b>4. Sounds Around; Part B</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part B</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Part A and B</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>86. Our Changing World; Part B</b></p> <p>b. Demonstrate appropriate timing</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pacing</li> <li>• Rate</li> </ul> <p><b>4. Sounds Around; Part B</b></p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part B</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Part A and B</b></p> <p><b>40. Then and Now</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>86. Our Changing World; Part B</b></p>	<p><b>A. Speaking</b></p> <p>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <p>a. Identify the purpose, audience, and setting for a presentation</p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part B</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Part A and B</b></p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>72. Air We Breathe; Part C</b></p> <p><b>86. Our Changing World; Part B</b></p> <p>b. Identify the needs and perspectives of the audience</p> <p><b>9. Planet Diversity</b></p> <p><b>11. Can it Be Real? Part B</b></p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Part A and B</b></p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Enrichment</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>86. Our Changing World; Part B</b></p>	<p><b>A. Speaking</b></p> <p>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <p>a. Select the purpose and format for an oral presentation</p> <p><b>16. Pass the Plants, Please; Enrichment</b></p> <p><b>17. People of the Forest; Part A and B</b></p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Enrichment</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>72. Air We Breathe; Part C</b></p> <p><b>86. Our Changing World; Part B</b></p> <p>b. Evaluate the needs and perspectives of the audience</p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Enrichment</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>86. Our Changing World; Part B</b></p>	<p><b>A. Speaking</b></p> <p>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <p>a. Refine a presentation using varied media</p> <p><b>33. Forest Consequences</b></p> <p><b>33. Forest Consequences; Enrichment</b></p> <p><b>40. Then and Now; Enrichment</b></p> <p><b>55. Planning the Ideal Community; Part C, Enrichment</b></p> <p><b>56. Planning the Ideal Community</b></p> <p><b>58. There Ought to be a Law</b></p> <p><b>72. Air We Breathe; Part C</b></p> <p><b>86. Our Changing World; Part B</b></p> <p>b. Uses a combination of organizational structures such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/solution, question/answer, comparison and contrast, making appropriate transitions within a presentation</p> <p>c. Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments</p>

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. <b>Make oral presentations</b></p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p>	<p>4. <i>Sounds Around; Part B</i>  9. <i>Planet Diversity</i>  11. <i>Can it Be Real? Part B</i>  16. <i>Pass the Plants, Please; Enrichment</i>  40. <i>Then and Now</i>  40. <i>Then and Now; Enrichment</i>  55. <i>Planning the Ideal Community; Part C, Enrichment</i>  58. <i>There Ought to be a Law</i></p> <p>2. <b>Make oral presentations</b></p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>9. <i>Planet Diversity</i>  11. <i>Can it Be Real? Part B</i>  16. <i>Pass the Plants, Please; Enrichment</i>  55. <i>Planning the Ideal Community; Part C, Enrichment</i>  56. <i>We Can Work it Out</i>  58. <i>There Ought to Be a Law</i></p>	<p>c. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Eye contact</li> <li>• Facial expressions</li> <li>• Gestures</li> </ul> <p>4. <i>Sounds Around; Part B</i>  9. <i>Planet Diversity</i>  11. <i>Can it Be Real? Part B</i>  16. <i>Pass the Plants, Please; Enrichment</i>  17. <i>People of the Forest; Part A and B</i>  40. <i>Then and Now</i>  40. <i>Then and Now; Enrichment</i>  55. <i>Planning the Ideal Community; Part C, Enrichment</i>  56. <i>Planning the Ideal Community</i>  58. <i>There Ought to be a Law</i>  86. <i>Our Changing World; Part B</i></p> <p>2. <b>Make oral presentations</b></p>	<p>c. Select and plan for appropriate use of visual aids</p> <p>9. <i>Planet Diversity</i>  11. <i>Can it Be Real? Part B</i>  16. <i>Pass the Plants, Please; Enrichment</i>  17. <i>People of the Forest; Part A and B</i>  33. <i>Forest Consequences</i>  33. <i>Forest Consequences; Enrichment</i>  40. <i>Then and Now; Enrichment</i>  55. <i>Planning the Ideal Community; Part C, Enrichment</i>  56. <i>Planning the Ideal Community</i>  58. <i>There Ought to be a Law</i>  72. <i>Air We Breathe; Part C</i>  86. <i>Our Changing World; Part B</i></p> <p>d. Select the topic of an oral presentation</p> <p>9. <i>Planet Diversity</i>  11. <i>Can it Be Real? Part B</i>  16. <i>Pass the Plants, Please; Enrichment</i>  17. <i>People of the Forest; Part A and B</i>  33. <i>Forest Consequences</i>  33. <i>Forest Consequences; Enrichment</i>  40. <i>Then and Now; Enrichment</i>  55. <i>Planning the Ideal Community; Part C, Enrichment</i>  56. <i>Planning the Ideal Community</i>  58. <i>There Ought to be a Law</i>  72. <i>Air We Breathe; Part C</i>  86. <i>Our Changing World; Part B</i></p>	<p>c. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements</p> <p>d. Use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, and contrast that are appropriate to the purpose and topic</p>	<p>with detailed evidence, examples, reasoning and persuasive language</p>

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



