



# The Reading Strategies Book 2.0



The

# Writing Strategies Book

*Wit & Wisdom*<sup>®</sup> Correlations

ELISHA LI with Jennifer Serravallo

## Kindergarten

<b>Module 1: The Five Senses</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Answer questions about key details using details from the text's words and illustrations. (RL.K.1, RI.K.1, L.K.1.d)		1.10, 5.1	
Ask and answer questions about unknown words in the text. (RI.K.4)		11.1, 11.4	
Identify the front cover, back cover, and cover page and the information contained on each. (RI.K.5)		1.2	
Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features. (RI.K.6, RL.K.6)	1.2		1.9
<b>WRITING GOALS</b>			
Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic. (W.K.2)		1.1, 1.2, 1.6, 4.1, 6.1, 6.6	
Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)	6.9		6.11
Produce and expand sentences using details from the text. (L.K.1.f)	6.9, 9.9		
<b>SPEAKING AND LISTENING GOALS</b>			
Follow agreed-upon rules of discussion, such as one voice speaks at a time and listen attentively to the speaker. (SL.K.1.a)	12.1		
<b>LANGUAGE GOALS</b>			
Ask questions about key details in texts using the question words who, what, where, when, why, and how. (L.K.1.dU)	5.2, 5.7, 5.18, 6.2		
Write the letters that represent most phonemes and apply them to their own writing and drawing. (IL.K.2.CL, L.K.2.dU)	8.2, 8.3		
Expand their understanding of word meanings through discussion and real-life connections. (L.K.5.cU)	11.4, 11.5		
Use words acquired through reading and apply them to conversations about the text. (L.K.6)	11.6, 11.19, 11.21		

## Kindergarten

<b>Module 2: Once Upon a Farm</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Retell familiar stories, describing major events in the order that they occur. (RL.K.22)		5.1, 5.2	
Describe stories' characters, setting, and major events, including problem, responses to the problem, and resolution. (RL.K.3)		5.2, 5.3, 5.16	
Compare and contrast the experiences of characters in familiar stories. (RL.K.9)		6.13	
<b>WRITING GOALS</b>			
Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.20)		1.1, 1.2, 1.6, 4.1, 6.1	
Use a combination of drawing, dictating, and writing to narrate several linked events in the order that they occurred. (W.K.3(2))		5.2, 5.7	
Use digital recording to produce and publish writing, including in collaboration with peers. (W.K.67)		page 387: “Audiobook” or Podcast Using QR Codes	
Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)	9.9	13.2	
<b>SPEAKING AND LISTENING GOALS</b>			
Speak clearly and audibly with a strong voice. (SL.K.6)		12.6	
Demonstrate active listening by engaging in conversations and reacting to the responses of peers. (SL.K.6 (I))		12.3, 12.4	
<b>LANGUAGE GOALS</b>			
Produce and expand sentences using frequently occurring nouns and verbs as well as prepositions. (L.K.1.e, L.K.1.fO)		9.8	
Write the letters that represent most phonemes, and apply them to their own writing and drawing. (L.K.1.a, L.K.2.c, L.K.2.dO)		1.6, 8.2, 8.3	
Expand understanding of word meanings through discussion, real-life connections, and sorting common objects into categories. (L.K.5.a J, L.K.5.cl)	11.4, 11.5		

## Kindergarten

<b>Module 3: America, Then and Now</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Identify the main topic of the text and retell the key details that support that main topic. (RI.K.20)		8.11, 9.10	
Understand and describe the connection between two pieces of information in a text. (RI.K.3 I)		9.11, 9.14	
Identify the author and illustrator in a text, and describe their roles in communicating information in a text. (RI.K.62)		1.2	
<b>WRITING GOALS</b>			
Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.20)		1.1, 1.2, 1.6, 4.1, 6.1, 6.2	
Engage in shared research and writing projects by exploring multiple texts on the same topic. (W.K.7 (A))		9.9, 11.8	
Collect evidence from the texts and use it support responses to a prompt. (W.K.8)	9.9		13.2
<b>SPEAKING AND LISTENING GOALS</b>			
Ask and answer questions in order to clarify information. (SL.K.30)	12.12, 12.14		10.6
Use drawings to provide additional detail when speaking. (SL.K.5Q)		1.1, 10.3	
<b>LANGUAGE GOALS</b>			
Produce and expand sentences using frequently occurring nouns and verbs, including regular plural nouns. (LK.1.b, L.K.1.c, L.K.1.fO)		9.8, 9.12	
Capitalize the word in a sentence. (L.K.2.a)		8.5	
Spell words phonetically, drawing on sound-letter relationships. (L.K.2.dO)		8.2, 8.3, 8.8	

## Kindergarten

Module 4: The Continents	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>READING GOALS</b>		
Ask and answer questions about unknown words in a text. (RL.K.4)	2.24, 11.1, 11.4	
Recognize and sort common types of text. (RL.K.5 (7))	1.4, 2.3	
Describe the relationship between the words and illustrations in a text. (RI.K.7 2, RL.K.7)	1.2, 6.8, 10.6	
Identify the reasons an author gives to support a point in the text. (RI.K.8)	8.11	
Identify similarities and differences between two texts on the same topic. (RI.K.9)	9.14	
<b>WRITING GOALS</b>		
Use a combination of drawing, dictating, and writing to name a topic and state an opinion about the topic. (W.K.1(7))	1.1, 6.10	
Respond to questions and suggestions from a peer and add detail based on feedback. (W.K.5)	10.7	
Collect evidence from the texts and use it support responses to a prompt. (W.K.8)	6.9	6.11
<b>SPEAKING AND LISTENING GOALS</b>		
Confirm understanding of a text read aloud or information presented orally by giving an example of something heard or understood. (SL.K.2)	12.2, 12.3	
Describe familiar people, places, things, and events to provide additional detail. (SL.K.4)	3.3, 3.4, 3.5	
<b>LANGUAGE GOALS</b>		
Produce and expand complete sentences beginning each sentence with a capital letter. (LK.1.f, L.K.2.a)	8.5, 9.4, 9.8, 9.12	
Recognize and name end punctuation. (L.K.2.b)	9.12	
Identify new meanings of familiar words and use them accurately. (L.K.4.a.l)	11.3, 11.7	8.19
Use the most frequently occurring inflections and affixes to determine the meaning of an unknown word. (L.K.4.b (7))	3.23	
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (L.K.5.b C)	11.1	
Distinguish between shades of meaning of verbs describing the same general action by acting out their meanings. (L.K.5.d C)	6.3, 6.6, 11.5	7.6

## Grade 1

<b>Module 1: A World of Books</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
	Ask and answer questions about key details in literary texts and informational texts on books and reading. (RL.1.1, RI.1.1)	1.10, 2.24, 5.1	
	Retell and describe stories through the lenses of character, setting, and major events, using key details. (RL.1.2, RL.1.3)	5.2, 5.3, 5.16	
	Use illustrations and details in a text to describe its key ideas. (RL.1.7)	8.8	
<b>WRITING GOALS</b>			
	Write short narrative summaries with increasing independence using key details from stories. (W.1.3)	5.2, 5.3, 5.16	
	Write an original narrative about how books changed the life of a character that recounts appropriately sequenced events with some detail. (W.1.3)	3.13, 5.2, 5.7, 6.27	
	Strengthen writing by adding details in response to questions and suggestions from teachers and peers. (W.1.5)	2.19, 10.6	
<b>SPEAKING AND LISTENING GOALS</b>			
	Respond to what others say by listening carefully and building on their thoughts in collaborative conversations. (SL.1.1.b)	12.3	
	Notice pauses in conversations and use them to decide when to speak and when to listen. (SL.1.1.a)	12.6	
<b>LANGUAGE GOALS</b>			
	Produce and expand complete sentences including ending punctuation. (L.1.2.b)	9.8	
	Use frequently occurring nouns and adjectives in speaking and writing. (L.1.1.C, L.1.1.f)	7.3, 7.7	
	Determine the meanings and deepen understanding of unknown words and phrases encountered in module texts. (L.1.4)	10.9, 11.1, 11.23	

## Grade 1

<b>Module 2: Creature Features</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine the lessons of fables. (RL.1.2 (I))		7.1	
Identify the main topic and retell key details of a text. (RI.1.2 (I))		8.2, 9.10	
Describe connections between two pieces of information about animals. (RI.1.3)		9.9	
Locate, name, and use various text features, to locate key facts or information in a text. (RI.1.5)		10.1, 10.11	
Identify reasons the author gives to support points about an animal in a text, using information from the words and illustrations. (RI.1.8 (I))		8.11	
<b>WRITING GOALS</b>			
Write informative paragraphs with increasing independence, using information from module texts. (W.1.2)		6.9	6.11
Use digital tools to produce a writing piece. (W.1.6)		page 387: “Audiobook” or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing	
Participate in shared research by collecting evidence about animals for an informative paragraph. (W.1.7)		9.9, 11.8	
Write an informative paragraph answering a question about an animal’s unique feature and how the animal uses the feature. (W.1.8 7)		6.4, 6.6	

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## Grade 1

### Module 2: Creature Features cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<strong>SPEAKING AND LISTENING GOALS</strong>		
Speak in complete sentences to ask and answer questions, as well as in collaborative conversations. (SL.1.6 (7))	12.3	
Ready your body to listen. (SL.1.1.a)	12.1	
Add illustrations to clarify information in an informative paragraph. (SL.1.5 (2))		6.2
<strong>LANGUAGE GOALS</strong>		
Produce complete sentences in response to prompts. (L.1.1.1 (7))		9.8, 9.12
Use end punctuation for sentences. (L.1.2.b)		9.12
Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings. (L.1.5.d)		7.6
Use phonetic spelling for words. (L.1.2)		8.2, 8.3
Sort words into categories based on attributes. (L.1.5.b)		7.5, 7.6
Use determiners. (L.1.1.h i)	3.22	6.12

## Grade 1

<b>Module 3: Powerful Forces</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Identify basic similarities and differences between two texts on the same topic. (RI.1.9 (7))		9.9	
Distinguish between information provided by pictures and information provided by words in a text. (RI.1.6 (7))		10.2	
Explain major differences between books that tell stories and books that give information. (RL.1.50)		1.4, 2.21	
Identify and interpret words and phrases that relate to senses and emotions. (RI.1.4)		6.5	
Ask and answer questions about the meaning of unknown words. (RI.1.4)		11.1	
<b>WRITING GOALS</b>			
Write narrative pieces that recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.30)		5.7, 6.9, 6.13	
Use details in writing that include sensory and feelings words, including adjectives in a narrative to describe wind and how characters feel. (W.1.3 7 .L.1.1.f(7))		6.13, 6.14	
Participate in shared research by collecting evidence about what the wind does in a hurricane for an informative paragraph (W.1.7, W.1.8)	9.9, 11.8	6.19	
<b>SPEAKING AND LISTENING GOALS</b>			
Ask questions to clear up any confusion about topics and texts under discussion. (SL.1.1)		12.3	
Ask and answer questions about what a speaker says to clarify something or to gather more information. (SL.1.3 7)		12.3	
Listen for a new idea.		12.1	
<b>LANGUAGE GOALS</b>			
Use context clues, including word parts and images from the text, to determine the meaning of unknown words. (L.1.4.b (2), L.1.4.c)	11.6, 11.8, 11.11, 11.12, 11.13		
Make connections between words from the text and real-life experiences. (L.1.5.c (7))	11.4		
Distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic). (L.1.5.d 7)	11.5	7.6	
Use singular and plural nouns with matching verbs. (L.1.1.c)		9.18	
Use verbs to convey a sense of past, present, and future. (L.1.1)	6.25, 7.5, 7.27		

## Grade 1

<b>Module 4: Cinderella Stories</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Identify which character is telling the story at various points in the Cinderella texts. (RL.1.6)		6.2	
Describe the characters, settings, and events in the story by using evidence from the text's illustrations and details. (RL.1.7)		5.1, 5.4, 6.8	
Compare and contrast the adventures and experiences of the Cinderella characters. (RL.1.9 (I))		6.13, 7.8	
<b>WRITING GOALS</b>			
Write opinion pieces about Cinderella stories that introduce the topic, state an opinion, give a reason for the opinion, and provide some sense of closure. (W.1.1)		5.2, 6.10	
Select text evidence to support an opinion in response to a prompt. (W.1.1)		6.10	
Draw on information from experiences and provided sources to answer a question about a Cinderella character. (W.1.8 (7))			
<b>SPEAKING AND LISTENING GOALS</b>			
Draw on information from experience and sources to describe people, events, and places with relevant details while speaking as well as asking and answering questions during class discussions. (SL.1.2, SL.1.4 (I))		12.7, 12.8	
<b>LANGUAGE GOALS</b>			
Print lowercase and uppercase letters correctly in writing assignments. (L.1.1.a)		8.5, 8.6	
Use personal, possessive, and indefinite pronouns. (L.1.1.dU)		9.28	
Use conjunctions such as and, but, or, so, or because in an opinion paragraph. (L.1.1.g)		6.7	
Apply rules for capitalization and commas in a series in written pieces. (L.1.2.a, L.1.2.c)		8.5, 9.14	
Produce compound sentences by combining simple sentences. (L.1.1.jU)		9.22	
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.d 7)		8.7	
Use contextual clues to determine the meaning of an unknown word. (L.1.4.a I)		11.21, 11.23	

## Grade 2

<b>Module 1: A Season of Change</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Practice questioning to clarify understandings of a new text. (RL.2.1, RI.2.1)		2.24	
Recount stories, including details about character, setting, problem, and resolution. (RL.2.2)		5.2, 5.3, 5.16	
Explain how beginnings and endings in text relate to one another. (RL.2.5)		5.22	5.35
Identify main topics and details in multi-paragraph text. (RI.2.2)		8.1, 8.2, 9.5, 9.10	
Read orally with accuracy and fluency to support understanding. (RF.2.4)		3.1, 3.2, 4.1, 4.6, 4.7	
<b>WRITING GOALS</b>			
Write informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion. (W.2.2)		4.4, 5.2, 5.10	
Organize and choose text evidence to respond to a prompt. (W.2.8)		6.22	
With guidance from adults and peers, revise writing to strengthen it as needed. (W.2.5)		6.5, 10.7, 10.10	
<b>SPEAKING AND LISTENING GOALS</b>			
Notice the whole message in a text and speakers' remarks. (SL.2.1.a, SL.2.1.b)		7.11, 12.1	
Take part in collaborative conversations with peers. (SL.2.1.a)		12.3, 12.5	
Link responses to those of peers. (SL.2.1.b)		12.4	
<b>LANGUAGE GOALS</b>			
Use adjectives to provide detail in speaking and writing. (L.2.1.e)		7.3, 7.7	
Identify, form, and expand simple and compound sentences. (L.2.1.f)		9.22	
Use sentence-level context to determine the meaning of unfamiliar words. (L.2.4.a)		11.5, 11.6, 11.8, 11.9, 11.21	
Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. (L.2.4.e)		11.15, 11.16	
Identify real-life connections between words and their use. (L.2.5.a)		11.4, 11.5	

## Grade 2

Module 2: The American West	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>READING GOALS</b>		
Build knowledge of topic-specific words and use text features in informational text to support comprehension. (RI.2.4, RI.2.5)	10.8, 10.9, 10.14, 10.18, 11.7	7.2
Identify the main topic of informational text and describe connections between historical events. (RI.2.2, RI.2.3)	8.2	
Recount a story and determine the underlying lesson. (RL.2.2)	7.2, 7.3	
Identify similarities and differences in two versions of the same story. (RL.2.9)	6.13, 7.8	
Identify how characters respond to major events challenges in a text. (RL.2.3)	5.16	
<b>WRITING GOALS</b>		
Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. (W.2.2, W.2.8)	6.4, 6.6, 6.11	
Incorporate peer feedback when revising informative paragraphs. (W.2.2, W.2.5, W.2.8)	2.19, 10.8, 10.10	
Publish informative paragraphs using digital tools. (W.2.6)	page 387: “Audiobook” or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing	
Write informative paragraphs comparing and contrasting differences between texts about the same legend. (W.2.2, W.2.8)	6.13, 7.1	
Organize and choose text evidence to respond to a prompt. (W.2.8)	13.6	

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## Grade 2

Module 2: The American West cont.	READING Strategy Numbers	WRITING Strategy Numbers
Objective/Goal		
<strong>SPEAKING AND LISTENING GOALS</strong>		
Create an audio recording of a story. (SL.2.5)		page 387: “Audiobook” or Podcast Using QR Codes
Produce sentences that are complete and contain detail. (SL.2.6)		9.8
<strong>LANGUAGE GOALS</strong>		
Describe events using the past tense of regular and frequently occurring irregular verbs. (L.2.1.d)		9.18, 9.21
Use irregular plural nouns and collective nouns. (L.2.1.a, L.2.1.b)		8.17
Provide specific detail by choosing and capitalizing proper nouns. (L.2.2.a)		8.5
Determine the meaning of unknown words and phrases in a text using context clues, affixes, and root words. (L.2.4.a, L.2.4.b, L.2.4.c)	3.23, 11.5, 11.12, 11.13, 11.23	

## Grade 2

Module 3: Civil Rights Heroes	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>READING GOALS</b>		
Build knowledge of literary devices including rhymes and repeated words and phrases and how they add meaning to texts. (RL.2.4)		7.15
Identify who is telling the story. (RL.2.6)		6.2
Recognize how different characters have different points of view and how that impacts the way a story is told. (RL.2.6)		6.12, 6.13
Determine how images add information to text to improve comprehension. (RI.2.7)		10.4, 10.6, 10.28
Identify the most important points in a text. (RI.2.9)		8.2, 8.3, 8.10
Compare and contrast the important points told by different texts on a topic. (RI.2.9)		8.2, 8.3, 9.9, 11.8
<b>WRITING GOALS</b>		
Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. (W.2.2)		5.13, 6.4, 6.6, 6.11
Organize and choose text evidence to respond to a prompt. (W.2.2, W.2.3, W.2.8)		13.6
Write narrative paragraphs describing a moment in time with details. (W.2.3)		4.2, 5.5, 6.9
Write narrative paragraphs describing a response to a problem that include thoughts, feeling, and actions. (W.2.3)		5.8, 5.19, 6.3, 6.14
<b>SPEAKING AND LISTENING GOALS</b>		
Speak with peers on one topic. (SL.2.3)		12.3
Gather information about a topic, and ask/answer questions to prepare to speak about that topic. (SL.2.3)		13.2, 13.3
Listen for the topic of a conversation and ask for more information about that topic. (SL.2.1.c)		12.10, 12.14
<b>LANGUAGE GOALS</b>		
Distinguish between adjectives and adverbs and use them correctly in writing. (L.2.1.e)		7.23, 7.24, 7.25
Expand and rearrange a variety of sentences. (L.2.1.f)		9.8, 9.22
Use word knowledge to predict the meaning of compound words. (L.2.4.d)		11.11
Distinguish shades of meaning among closely related verbs and adjectives. (L.2.5.b)		7.6

## Grade 2

<b>Module 4: Good Eating</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Build knowledge of the author's purpose within and throughout the entire text including teaching, explaining, and entertaining the reader. (RI.2.3)		2.21	
Identify text features and how they contribute to conveying information efficiently in a text. (RI.2.5)		10.1, 10.11, 10.23	
Read a series of ideas or steps in a procedure and understand the connection from beginning to end. (RI.2.3)	9.13		5.6
Determine how an illustrator contributes meaning to understanding of setting, characters, and plot. (RL.2.7)		1.6, 11.1, 6.6	
Identify reasons that support the point an author is making. (RI.2.8)		8.11	
Build understanding of characters, setting, and plot by analysis of the words in the text. (RL.2.7)		5.4, 5.5, 5.16, 6.8	
<b>WRITING GOALS</b>			
Write informative paragraphs about steps in a process that include an introduction, topic statement, evidence, and conclusion. (W.2.3, W.2.8)		5.6	
Organize and choose text evidence to respond to a prompt. (W.2.2, W.2.3, W.2.8)		9.12, 13.6	
Write opinion paragraphs that include an introduction, opinion statement, reason, temporal words, and opinion conclusion. (W.2.1, W.2.8)		5.2, 6.10	
Conduct shared research using two sources to collect evidence to write an opinion paragraph. (W.2.1, W.2.7, W.2.8)	9.9, 11.8		6.19
<b>SPEAKING AND LISTENING GOALS</b>			
Speak to recount a personal experience. (SL.2.4)		12.12	
Speak to recount a text read aloud. (SL.2.2)		12.12	
Listen to appreciate a text or an experience. (SL.2.2, SL.2.4)		12.1	

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## Grade 2

### Module 4: Good Eating cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<strong>LANGUAGE GOALS</strong>		
Consult reference materials to check spellings and clarify the meanings of words. (L.2.2.e, L.2.4.e)	11.15, 11.16	
Identify real-life connections to words. (L.2.5.a)	11.4	
Generalize spelling patterns. (L.2.2.d)	3.12, 3.19	8.14
Form contractions and possessives using apostrophes. (L.2.2.c)		8.20, 8.21
Use reflexive pronouns. (L.2.1.c)		9.28
Use commas in letters. (L.2.2.b)		9.14

## Grade 3

<b>Module 1: The Sea</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Ask and answer questions to demonstrate understanding of a text. (RL.3.1, RI.3.1)		2.24, 12.9	
Determine main ideas and supporting details in informational texts and central messages in literary texts. (RL.3.2, RI.3.2)		7.2, 7.11, 8.2, 9.10	
Compare and contrast information from two texts on the same topic. (RI.3.9)		7.9, 9.9	
Use text features to locate information on a topic efficiently. (RI.3.5)		10.1, 10.11, 10.13	
Analyze text illustrations to develop further understanding of information conveyed by the words in the text. (RI.3.7)		1.5, 1.11, 10.5, 10.6	
<b>WRITING GOALS</b>			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a, b, c)		4.7, 4.8, 5.16, 5.18, 6.22	
Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)		4.7, 4.8, 5.16, 5.18, 6.22	
Develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)		4.7, 4.8, 5.16, 5.18, 6.22	
<b>SPEAKING AND LISTENING GOALS</b>			
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1.b)		12.5, 12.6, 12.9	
<b>LANGUAGE GOALS</b>			
Explain the function of nouns and verbs in general and their functions in particular sentences. (L.3.1.a)		7.5, 9.18	
Capitalize appropriate words in titles. (L.3.2.a)		8.5	
Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). (L.3.1.e)		9.35	
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (L.3.2.e)		8.7	
Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4.a)		11.8, 11.9, 11.10	

## Grade 3

<b>Module 2: Outer Space</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
Objective/Goal			
<b>READING GOALS</b>			
Determine main ideas and supporting details in informational texts and central messages or morals in literary texts. (RL.3.2)		7.2, 7.11, 8.2, 9.10	
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (L.3.5.a)		11.22	
Describe the relationship between a series of events, ideas, or concepts using language that pertains to time, sequence, and cause/effect. (RI.3.3)		5.15, 5.17, 5.18, 9.7	
Distinguish their own point of view from that of the author of a text. (RI.3.6)		13.5	
Compare and contrast information from two texts on the same topic. (RI.3.9)		7.8	
<b>WRITING GOALS</b>			
Write opinion pieces on topics or texts, supporting points of view with reasons. (W.3.1)		4.8, 5.18, 6.10	
Write informative/explanatory pieces to examine a topic and convey ideas and information clearly. (W.3.2)		4.7, 4.8, 5.16, 5.18, 6.22	
Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)		4.7, 4.8, 5.16, 5.18, 6.22	
Take notes and sort information from past experiences or gathered information from print or digital sources. (W.3.8)		6.17, 6.18, 6.19	

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## Grade 3

### Module 2: Outer Space cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Engage effectively in a range of collaborative discussions by explaining ideas and understanding in light of the discussion. (SL.3.1.d)	12.3, 12.15	
Determine the main idea of visual media or read-aloud text. (SL.3.2)	11.19	
Report on a topic or text, tell a story, or recount an experience with appropriate facts and details, speaking clearly at an understandable pace. (SL.3.4)	12.7	
<b>LANGUAGE GOALS</b>		
Use subordinating and coordinating conjunctions to create simple, compound, and complex sentences. (L.3.1.h, L.3.1.i)	9.22, 9.23, 9.24, 9.25	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3.5)	11.22	7.4, 7.5, 7.6
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5.a)	11.22, 11.23	7.17
Determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4.b)	11.12	
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. (L.3.5.c)		7.6

## Grade 3

<b>Module 3: A New Home</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1, RI.3.1)		2.24, 12.9	
Describe the traits, motivations, or feelings of characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)		5.14, 5.17, 5.20, 5.21, 5.22, 6.5, 6.8, 6.11, 6.12, 6.16	
Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)		13.5	
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL.3.9)		5.12, 6.13, 7.9	
<b>WRITING GOALS</b>			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)		4.2, 5.5, 6.9	
Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)		4.9	
<b>SPEAKING AND LISTENING GOALS</b>			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1.a)		12.4, 12.7, 13.1, 13.2, 13.3, 13.11	
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.1.c)		12.3, 12.4, 12.9	
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)		12.4, 12.15	

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## Grade 3

Module 3: A New Home cont.	READING Strategy Numbers	WRITING Strategy Numbers
<b>LANGUAGE GOALS</b>		
Form and use regular and irregular plural nouns. (L.3.1.b)	8.17, 8.22	
Use abstract nouns. (L.3.1.c)	7.28	
Form and use regular and irregular verbs. (L.3.1.d)	6.25, 7.27, 9.21	
Ensure subject-verb agreement. (L.3.1.f)	9.18	
Use commas in addresses. (L.3.2.b)	9.14	
Use commas and quotation marks in dialogue. (L.3.2.c)	6.15	
Form and use possessives. (L.3.2.d)	8.21	
Use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4.c)	11.13	
Identify real-life connections between words and their use. (L.3.5.b)	11.4, 11.19	

## Grade 3

<b>Module 4: Artists Make Art</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4 (J))		11.3, 11.7, 11.22, 11.23	
Refer to parts of poems when writing or speaking about a text, using terms such as line and stanza; describe how each successive part builds on earlier sections. (RL.3.5)			5.17, 5.18
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7O)		1.7, 5.6, 6.6	
Describe the logical connection between particular sentences and paragraphs in a text. (RI.3.8 71)			5.16
<b>WRITING GOALS</b>			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2 (7))		4.4, 5.2, 5.10	
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4 (7))		4.9, 6.5, 10.7, 10.10	
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.5)		page 387: “Audiobook” or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing	
Conduct short research projects that build knowledge about a topic. (W.3.7)		6.18	
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8 (2))		6.18, 6.19	

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## Grade 3

Module 4: Artists Make Art cont.	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>SPEAKING AND LISTENING GOALS</b>		
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)	12.7	
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (SL.3.5 (7))		1.7, 4.1, 4.6, page 387: "Audiobook" or Podcast Using QR Codes
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.3.6)	12.15	
<b>LANGUAGE GOALS</b>		
Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. (L3.1.gO)	7.23	
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. (L.3.2. I)	3.23	8.7
Use spelling patterns and generalizations in writing words. (L.3.2. O)	3.12, 3.18, 3.19	8.14
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.g I)	11.15, 11.16	
Choose words and phrases for effect. (L.3.3.a (7))		7.3, 7.5, 7.8, 7.11, 7.17, 7.19, 7.20
Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3.b (7))		9.5
Use dictionaries and glossaries to determine or clarify the meanings of words and phrases.	11.15, 11.16	

## Grade 4

<b>Module 1: A Great Heart</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Define a figurative “great heart” by synthesizing textual details from biographies. (RI.4.2)		5.31, 9.9, 13.2	
Determine the main idea and details of both shorter and longer sections of texts about the heart. (RI.4.2)		8.5, 8.6, 8.9, 8.11, 8.12, 13.4	
Interpret information presented visually in text features and explain how the information contributes to an understanding of the text. (RI.4.7)		10.7, 10.8, 10.11, 10.16, 10.17, 10.19, 10.20, 10.21, 10.23, 10.28	
Make inferences about characters and events based on details in a literary text. (RL.4.1)		6.10, 6.16, 6.19	
Explain the structure and meaning of poems. (RL.4.5)		5.13, 7.14, 8.13	
<b>WRITING GOALS</b>			
Create a focus statement about a famous person and support it with textual details. (W.4.2, W.4.8, W.4.9)		4.8, 4.13, 4.18, 6.23	
Practice integrating paraphrased and quoted evidence from informational and literary texts into a single-paragraph informative/explanatory response. (W.4.8, W.4.9)		6.22	
Write an essay describing the figurative and literal uses of the term “great heart,” citing textual evidence as support. (W.4.2, W.4.8, W.4.9)		5.18, 5.20, 5.24, 9.5, 13.12	
Write summaries of narratives and poems. (W.4.2, W.4.8)		5.18, 5.19	
<b>SPEAKING AND LISTENING GOALS</b>			
In small- and large-group discussions, concentrate on peers’ contributions to understand and respond to their ideas. (SL.4.1)		12.1, 12.10	
Build on others’ ideas in small- and large-group discussions. (SL.4.1)		12.3, 12.13, 12.15	

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## Grade 4

### Module 1: A Great Heart cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>LANGUAGE GOALS</b>		
Differentiate between literal and figurative uses of heart. (L.4.4.a)	11.22	
Demonstrate how punctuation is used with quotations. (L.4.2.b)		6.15
Identify examples of each rule of capitalization in a given text. (L.4.2.a)		8.5
Identify an example of figurative language in a complex text and explain why the author uses figurative language to describe a scientific concept. (L.4.5.a)	11.7, 11.22	
Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.c)		9.25
Order a series of adjectives within sentences according to conventional patterns. (L.4.1.d)		6.41

## Grade 4

<b>Module 2: Extreme Settings</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Explain how a setting impacts characterization and plot in a story. (RL.4.1, RL.4.3)		5.27, 5.28, 5.29	
Refer to details in a text when describing the elements of an extreme setting or environment and how they affect a person. (RL.4.1, RI.4.1)		5.5, 5.28	
Explain the theme of a story or poem using details from the text. (RL.4.1, RL.4.2)		7.14, 7.16	
Describe in depth a character, setting, or event in a story, drawing on specific details in the text. (RL.4.1, RL.4.3)		5.5, 5.6, 6.8, 6.9	
Describe how a character changes throughout a story in response to the setting. (RL.4.3)		5.25, 5.29	
Describe the overall structure of events, ideas, or concepts in an informational text. (RI.4.5)		8.13, 8.14, 8.15, 8.16, 13.4	
<b>WRITING GOALS</b>			
Write narrative texts in the form of thought shots, exploded moments, and short stories to develop imagined experiences using effective techniques, descriptive details, and clear event sequences. (W.4.3, W.4.4, W.4.5)		5.27, 5.29, 5.31, 5.39, 6.26	
Orient the reader by establishing a situation and describing characters. (W.4.3.a)			
Incorporate dialogue effectively into narrative writing to show the responses of characters to situations. (W.4.3.b, L.4.2.b)		6.3, 6.15, 6.33, 9.11	
Describe characters, settings, and events using precise word choice and sensory detail. (W.4.3, L.4.3)		6.26, 6.27, 6.29, 6.35, 7.3, 7.22, 7.25	
Use transitional words and phrases to manage the sequence of events in narrative writing. (W.4.3.c)		5.16	
Write informational texts to summarize knowledge gained through reading. (W.4.2)	9.16	5.13, 5.14, 5.15, 5.18	

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## Grade 4

### Module 2: Extreme Settings cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4)	9.10	
Enhance a presentation with a visual display. (SL.4.5)		6.1, 6.6, page 394: Bulletin Board, page 394: Placemats
Adjust speech to formal English or informal English based on the context (e.g., presentation or small-group discussion). (SL.4.6)	9.5	
<b>LANGUAGE GOALS</b>		
Determine the words and phrases used in a text, including the meaning of general academic and domain-specific words or phrases in a text. (L.4.4)	11.7	7.7
Add details and description to writing by expanding sentences using relative clauses. (L.4.1.a)		9.24
Add details and description to sentences by adding prepositional phrases. (L.4.1.e)		9.24
Choose words and phrases to convey ideas precisely. (L.4.3.a)	11.24	7.14, 7.22, 7.23, 7.25
Choose the correct punctuation for effect. (L.4.3.b)		9.4, 9.6, 9.11, 9.12

## Grade 4

### Module 3: The Red Coats Are Coming!

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>READING GOALS</b>		
Refer to details and examples from both literary and informational texts when explaining key points about the American Revolution. (RL.4.1, RI.4.1)	8.20, 9.16	
Determine themes in literary texts, as well as summarize the text. (RL.4.2)	5.23, 7.11	
Compare and contrast different points of view of the same event including the difference between first- and third-person narrations. (RL.4.6)	6.13, 6.23, 7.20	
Explain the difference between point of view and perspective in relation to understanding texts about the American Revolution. (RL.4.6, RI.4.3)	6.23, 7.20	
Explain historical events related to the American Revolution including what happened and why, based on specific information in a text. (RI.4.3)	5.17, 5.27, 5.30, 5.31	
Explain how an author uses reasons and evidence to support particular points in a text.	8.18, 9.17, 10.27	
<b>WRITING GOALS</b>		
Write explanatory essays on topics about the American Revolution, supporting a focus statement with text evidence and explanations. (W.4.2, W.4.8)	4.8, 4.11, 4.13, 4.18, 6.23	
Write opinion essays on topics and texts related to the American Revolution, supporting a point of view with reasons and textual evidence. (W.4.1)	4.11, 5.18, 6.10	
Integrate information from two texts on the same topic related to the American Revolution in order to write or speak knowledgeably about the topic. (W.4.9, SL.4.1.a)	9.9, 11.8	6.19
Use technology, including the internet, to research a topic related to the American Revolution, and then produce and publish writing that is shared electronically. (W.4.6)	page 387: “Audiobook” or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing	
Conduct short research to build knowledge about the American Revolution. (W.4.7, W.4.8)	9.9, 11.8	4.7, 6.19

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## Grade 4

### Module 3: The Red Coats Are Coming! cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Come to discussions prepared, having read and studied the texts in order to participate fully in the discussions. (SL.4.1.a)	12.7, 12.11	
Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1.b)	12.1, 12.5, 12.8	
Participate effectively in collaborative discussions by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing their own ideas. (SL.4.1.c)	12.3, 12.4, 12.15, 12.16, 12.19, 12.20	
Identify reasons and evidence a speaker gives to support points in a discussion. (SL.4.3)	12.2	
Give a report, tell a story, or recount an experience related to the American Revolution using facts and descriptive details. (SL.4.4)	9.16	
<b>LANGUAGE GOALS</b>		
Produce complete sentences recognizing and correcting inappropriate fragments and run-ons. (L.4.1.f)	9.7, 9.23	
Incorporate progressive verb tenses and relative adverbs when writing to increase specificity. (L.4.1.a, L.4.1.b)	9.30, 9.35	
Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.c)	9.25	
Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (L.4.3.c)	9.5	
Consult reference materials, both print and digital, to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. (L.4.4.c)	11.15, 11.16	
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.c)	11.5	

## Grade 4

<b>Module 4: Myth Making</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine the meaning of words and phrases as related to significant characters in mythology and explain word origins based in Greek and Roman myths. (RL.4.4, L.4.4)		11.14, 11.21, 11.22	
Identify the differences in the structural elements of prose, poetry, and drama. (RL.4.5)		2.21	
Compare and contrast similar themes and topics in myths and stories from different cultures. (RL.4.9)		5.34, 7.26, 9.14, 10.26	
Make connections between the written version of a myth and a visual representation of the myth in order to identify specific descriptions and directions in the text shown in the visual representation. (RL.4.7)		10.27	
Integrate information from two texts about mythology in order to write or speak about them knowledgeably. (RI.4.9)		7.26, 9.14, 10.26	
Recognize examples of an author's craft—such as a story within a story—to help a reader understand a character more deeply. (RL.4.3)		5.24, 5.25, 5.34	
<b>WRITING GOALS</b>			
Practice integrating paraphrased text evidence into a single-paragraph informative/explanatory response. (W.4.8, W.4.9)		9.5	
Compare and contrast the treatment of similar themes and topics in myths and stories from different cultures. (W.4.2, W.4.9)		5.34, 7.26, 9.14, 10.26	
Write an informative/explanatory essay that synthesizes information from multiple texts about mythology and develops effective elements of an essay. (W.4.2, W.4.4, W.4.8, W.4.9)		5.23, 5.24, 5.33	
Incorporate feedback from teacher and peers to refine and polish main ideas, organization, and use of transitions. (W.4.5)		2.19, 2.20, 5.16, 10.10, 10.11, 10.18	

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## Grade 4

### Module 4: Myth Making cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Participate effectively in collaborative conversations by reviewing key ideas expressed and explaining their own ideas and understandings in light of the discussion. (SL.4.1.d)	12.2, 12.3	
Paraphrase portions of text read aloud or information presented in other formats. (SL.4.2)	9.5	
Report on a topic, tell a story, or recount an experience in an organized way using appropriate facts and descriptive details to support the main ideas and themes. (SL.4.4)	9.5, 9.16	
Speak clearly at an understandable pace when presenting ideas in both small-group discussions and presentations. (SL.4.4)	12.7	
<b>LANGUAGE GOALS</b>		
Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1.g)	8.19	
Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1.c)	7.19	
Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.d)	8.10	
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3.c)	9.5	
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (L.4.4.b)	3.23, 11.13, 11.14	
Recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5.b)	11.22, 11.23	

## Grade 5

<b>Module 1: Cultures in Conflict</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine the main or central ideas of informational texts and explain how key details support them. (RI.5.2)		8.5, 8.6, 8.9, 8.11, 8.12, 13.4	
Summarize informational text, paraphrasing main ideas in a shortened version. (RI.5.2)		8.12	
Summarize stories and chapters of novels, describing characters, setting, conflict, key events, and outcome or resolution. (RL.5.2)		5.16, 5.17, 5.18, 5.23	
Analyze and explain the relationship and interactions between different groups and concepts, explaining the impact of one group or concept upon the other. (RI.5.1, RI.5.3)		5.32, 7.17, 7.20, 7.21	
Analyze characters' thoughts, words, and actions to infer their individual and cultural beliefs and values, supporting inferences with text evidence. (RL.5.1)		5.32, 6.8, 6.10, 6.14, 7.17, 7.20, 7.21	
Compare and contrast characters in stories, drawing on specific details in the text to support analysis. (RL.5.1, RL.5.3)		6.13, 6.22	
Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture. (RL.5.2, RL.5.3, RL.5.9)		5.27, 5.30, 5.31, 5.32	
Analyze how Chief Joseph's "Lincoln Hall Speech" conveys cultural beliefs and values of the Nez Perce. (RI.5.1, RI.5.2, RI.5.3)		5.32	
<b>WRITING GOALS</b>			
Create a written summary that conveys main ideas and key details of an informational text. (RI.5.2, W.5.2)		9.16	
Cite, paraphrase, and elaborate on evidence from literary and informational texts, providing source information and necessary context, in preparation for written analysis. (RL.5.1, RI.5.1, W.5.2, W.5.8)		9.5, 13.3, 13.5, 13.10, 13.12	
Craft topic statements for explanatory paragraphs, including comparison or contrast paragraphs, that state an essential idea about a topic and include one or two key points. (W.5.2.a)		4.11, 4.12, 4.13, 4.18	
Create focused, well-organized explanatory and comparison-contrast paragraphs and essays, developing the topic with evidence and elaboration and with task, purpose, and audience in mind. (W.5.2)	9.14	4.9, 5.18, 5.20	

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## Grade 5

Module 1: Cultures in Conflict cont.	READING Strategy Numbers	WRITING Strategy Numbers
Objective/Goal		
<b>SPEAKING AND LISTENING GOALS</b>		
Speak collaboratively in large and small groups by listening to, sharing, and responding to ideas in order to achieve greater understanding of a text or question. (SL.5.1.b, SL.5.6)	12.15, 12.16	
Listen attentively to notice a speaker's word choice in order to support focus and understanding of what a speaker is saying. (SL.5.1.b)	12.8	
<b>LANGUAGE GOALS</b>		
Determine or clarify the meaning of unknown words and phrases in texts using a variety of strategies, including interpreting figurative language in context. (L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a)	11.20, 11.21, 11.22	
Expand and combine sentences using prepositional phrases, subordinating conjunctions, and coordinating conjunctions to enhance meaning, interest, and style. (L.5.1.a, L.5.3.a)	9.24, 9.25	
Connect ideas within sentences and paragraphs and between paragraphs. (W.5.2.c, L.5.6)	5.16	
Communicate clearly by punctuating and capitalizing titles correctly in sentences. (L.5.2.d)	8.5	

## Grade 5

<b>Module 2: Word Play</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Distinguish between the literal and figurative meanings of words and phrases, and determine their meanings in a text. (RL.5.4, L.5.4.a, L.5.5.a, L.5.5.b, L.5.5.c)		11.22, 11.23	
Trace and describe the narrative structure of individual episodes in <i>The Phantom Tollbooth</i> and explain how they function in developing the story's overall plot structure. (RL.5.5)		5.20, 5.21, 5.22, 5.26, 5.34	
Analyze how illustrations enrich readers' experiences of character, settings, and wordplay in <i>The Phantom Tollbooth</i> . (RL.5.7)		11.22	
Explain how Norton Juster uses wordplay to develop characters, settings, and plot in <i>The Phantom Tollbooth</i> , and infer literal meanings of words through close analysis of Juster's descriptions of settings and characters. (RL.5.4)		6.7, 6.14, 11.22	
Determine themes in <i>The Phantom Tollbooth</i> based on how the main character responds to challenges and changes as a result of his journey and experiences, supporting ideas with specific quotations from the text. (RL.5.1, RL.5.2)		7.2, 7.3, 7.6, 7.7, 7.12, 7.13	
<b>WRITING GOALS</b>			
Purposefully structure events in an imagined narrative to create exposition and develop characters, conflict, resolution, and meaning. (W.5.3.a, W.5.3.b, W.5.3.d, W.5.3.e)		5.27, 5.29, 5.31, 5.39, 6.26	
Convey character personality, traits, and conflict using dialogue. (W.5.3.b)		6.27, 6.33, 6.34	
Use descriptive and sensory language to convey setting and characters and illuminate wordplay. (W.5.3.d)		6.13, 6.40, 7.13, 7.15, 7.25	
Strengthen narrative writing by planning and revising dialogue sequences to develop character and conflict and illuminate themes. (W.5.3.b, W.5.5)		4.20, 5.12, 7.14	
Articulate and elaborate on a central theme of a literary text by writing an explanatory paragraph. (RL.5.2, W.5.2)		7.25	
<b>SPEAKING AND LISTENING GOALS</b>			
Speak clearly at an understandable pace, adapting speech to audience and purpose and varying formality as appropriate. (SL.5.4, SL.5.6)		4.6, 4.20, 4.22, 12.7	
Listen attentively to a speaker, paying attention to description and details in order to visualize what he or she is saying.		12.1, 12.2	

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## Grade 5

### Module 2: Word Play cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<strong>LANGUAGE GOALS</strong>		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases in stories using context clues and by consulting reference materials. (L.5.4.a, L.5.4.c, L.5.5.c)	11.3, 11.6, 11.9, 11.15, 11.20, 11.21, 11.22	
Identify and explain or interpret examples of figurative language, including idiomatic expressions, puns, and adages. (L.5.5.a, L.5.5.b)	11.22, 11.23	
Apply rules for comma use to set off the words yes and no, to set off tag questions and interjections, to indicate direct address in dialogue, and to separate introductory elements from the rest of the sentence. (L.5.1.a, L.5.2.b, L.5.2.c)		6.15, 9.11
Use specific, concrete, and sensory words and phrases, including prepositional phrases, to convey ideas and events precisely and add detail to writing (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a)		7.3, 6.13
Expand and rearrange sentences to include introductory elements. (L.5.2.b, L.5.3.a)		9.31

## Grade 5

Module 3: A War Between Us	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>READING GOALS</b>		
Interpret key metaphors and similes in <i>The River Between Us</i> , and explain how they reveal important insights into characters, events, and themes in the story. (RL.5.4)	11.22	
Analyze how a narrator's point of view influences descriptions of events, and how events would be described differently from another character's point of view. (RL.5.6)	6.23, 7.20	
Explain how an author supports main point(s) with reasons and evidence in a text. (RI.5.8)	8.11, 8.18, 8.19	
Examine multiple first-hand accounts of war, described by Northern and Southern boy soldiers, and identify similarities and differences in their points of view. (RI.5.6)	7.20, 8.20	
Determine the meanings of words and phrases in informational texts in order to build background knowledge of the Civil War. (RI.5.4)	10.9, 10.10	
<b>WRITING GOALS</b>		
Write opinion pieces, presenting and supporting an opinion with reasons and evidence from the text. (W.5.1, W.5.4)	4.8, 5.18, 6.10	
Present an opinion, supporting a point of view with logical reasons and ideas, as appropriate to task, purpose, and audience. (W.5.1, W.5.4)	4.8, 5.18, 6.10	
Write a journal entry to present an opinion from the first-person point of view of a narrator in <i>The River Between Us</i> , to demonstrate understanding of points of view and the impact of war on different people/characters. (W.5.1, RL.5.6)	7.2, 6.34	
Based on guidance and support from teachers and peers, strengthen writing by taking a piece through multiple focused revisions. (W.5.5)	10.17, 10.18, 10.19	

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## Grade 5

### Module 3: A War Between Us cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Summarize a written text read aloud to demonstrate comprehension. (SL.5.2)	5.18, 5.19, 9.16	
Listen for context clues to support understanding of a text read aloud and to summarize the reasons and evidence a speaker uses to support an opinion. (SL.5.2, SL.5.3)	9.17	
<b>LANGUAGE GOALS</b>		
Apply knowledge of verb tenses, including the perfect tense, to convey various times, sequences, states, and conditions, and correct inappropriate shifts in tense. (L.5.1.b, L.5.1.c, L.5.1.d)		6.34
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories and firsthand accounts to support understanding of individuals' backgrounds, experiences, and points of view. (L.5.3.b)	5.31	6.34
Apply knowledge of verb tenses and correct inappropriate shifts in tense when writing. (L.5.1.c, L.5.1.d)		9.35
Determine or clarify the meanings of unknown and domain-specific words and phrases in texts using a variety of strategies, including context clues, knowledge of common Greek and Latin affixes and roots, and consulting reference materials. (L.5.4)	3.23, 11.13, 11.14	
Interpret figurative language, including similes and metaphors, in context, and explain their significance. (L.5.5.a)	11.22	

## Grade 5

Module 4: Breaking Barriers	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>READING GOALS</b>		
Quote accurately from the text to support one's ideas or opinions on a research topic, as well as when explaining what a text says or drawing inferences from the text. (RI.5.1)	13.5	
Compare and contrast text structures of events, ideas, concepts, or information in two or more informational texts to support understanding of the texts' main ideas or points. (RI.5.5)	8.13, 8.14, 8.15, 8.16, 8.17, 8.20	
Draw on information from multiple sources to answer research questions about influential athletes, teams, and sports-focused organizations. (RI.5.7)	9.9, 9.10	
Synthesize information from multiple sources on the same topic to inform and support one's ideas, in both speaking and writing. (RI.5.9)	9.10, 9.14	
<b>WRITING GOALS</b>		
Clearly organize and develop ideas in writing as appropriate for the task, audience, and purpose. (W.5.4)	5.18	
With some guidance and support from adults, individually and collaboratively produce and publish writing using technology. (W.5.6)		page 387: “Audiobook” or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing
Conduct research to build knowledge about a topic by gathering and synthesizing relevant information from several sources, paraphrasing and summarizing relevant information in notes and finished work, and providing a list of sources. (W.5.7, W.5.8)	4.7, 6.19	

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## Grade 5

### Module 4: Breaking Barriers cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Report on a topic, sequencing ideas logically and using relevant facts and details to support main ideas. (SL.5.4)	8.11, 9.16	
Develop and enhance main ideas in a presentation with multimedia components and visual displays. (SL.5.5)		page 390: Weeblys, Wikis, and Blogs
<b>LANGUAGE GOALS</b>		
Develop sentences using conjunctions, including correlative conjunctions, and items in a series to enhance meaning, interest, and style. (L.5.1.a, L.5.1.e, L.5.3.a)	6.42	
Combine and reduce sentences for effect and to improve clarity in writing. (L.5.3.a)	9.22	
Use commas to separate individual words, phrases, or clauses in a series. (L.5.2.a)	6.42, 9.14	
Spell grade-appropriate words correctly, consulting reference materials as needed. (L.5.2.e)	8.10, 8.15, 8.16, 8.18	
Deepen understanding of word meanings in texts using the relationship between words (e.g., synonyms, antonyms). (L.5.5.c)	11.5	

## Grade 6

<b>Module 1: Resilience in the Great Depression</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
	Analyze how word choice and figurative language help develop characters and support themes, citing and developing analysis with evidence. (RL.6.1, RL.6.2, RL.6.4, RI.6.1, RI.6.2)	6.8, 7.25, 11.22, 11.24	6.40, 7.29, 7.30
	Analyze how specific events in the text contribute to the development of characters, plot, theme, or central idea. (RL.6.1, RL.6.2, RL.6.3, RI.6.1, RI.6.2)	6.15, 6.16, 6.18, 7.25	
	Identify similarities and differences between multiple authors' texts in their approaches to similar themes, topics, or central ideas. (RL.6.9, RI.6.9)	6.23, 8.18, 8.19, 8.20	
	Recognize variations from Standard English, such as dialect, in fiction, and explain how these variations impact the reader's understanding of character. (L.5.3.b, L.6.1.e)		6.34
<b>WRITING GOALS</b>			
	Present a thesis and organize its supporting points by using strategies, such as cause/effect, and by providing an introduction, main body, and conclusion. (W.6.2.a, W.6.2.f)	4.18, 5.18, 5.24, 5.37	
	Develop a thesis and its supporting points with relevant, sufficient evidence and elaboration, and with task, purpose, and audience in mind. (W.6.2.b, W.6.4, W.6.9)		4.9, 6.22
	Improve a piece of writing's clarity and presentation by connecting ideas with transitions, using precise vocabulary, maintaining a formal style, and revising and editing content by soliciting feedback. (W.6.2.c, W.6.2.d, W.6.2.e, W.6.5, L.6.6)		5.16, 7.14, 7.24, 7.31, 10.11, 10.16

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## Grade 6

### Module 1: Resilience in the Great Depression cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Set specific class and individual goals and follow rules for productive discourse. (SL.6.1.b)	12.11	
During structured academic discussions, disagree strategically and defer politely to another speaker. (SL.6.1.b)	12.12, 12.13, 12.19	
In Socratic Seminars about <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> , collaborate by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing initial ideas. (SL.6.1, SL.6.6)	12.15, 12.17	
<b>LANGUAGE GOALS</b>		
Use appropriate transitions to demonstrate connections among ideas in academic writing. (L.4.3.a, L.5.3.a, L.6.3.a, W.6.2.c)	5.16	
Maintain consistent formal style in academic writing, including use of precise language. (L.6.3.b, L.6.1.e, W.6.2.e, W.6.4)	7.22	
Vary sentence lengths and patterns to enhance meaning, interest, and style. (L.5.3.a, L.6.3.a, W.6.4)	9.22, 9.31	
Identify and interpret examples of figurative language, including metaphor and personification, in a text. (L.6.5.a)	11.22	7.4
Use strategies to determine and verify the meanings of unknown or multiple-meaning words, including considering context, applying knowledge of affixes and roots, and using reference materials. (RL.6.4, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d)	3.23, 11.3, 11.9, 11.10, 11.12, 11.15, 11.21	

## Grade 6

<b>Module 2: A Hero's Journey</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Summarize and analyze how particular sentences or sections of the text fit into its overall structure or genre and how their contribution impacts the development of the theme, setting, or plot. (RL.6.2, RL.6.3, RL.6.5)		7.25	
Compare and contrast what is seen and heard in translations and audio/video versions of the text with what is perceived while reading, and cite evidence to explain how these understandings contribute to a topic, text, or issue under study. (RL.6.7, SL.6.2)		11.19	
Describe how a myth unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)		5.15, 5.22, 5.26	
Apply knowledge of affixes and roots to determine and verify the meaning of unknown or multiple-meaning words. (L.6.4.b)		11.3, 11.12, 11.13	
Interpret figurative language in a text and analyze how it impacts meaning. (L.6.5.a)		11.22, 11.24	
Explain and differentiate among the connotations of words with similar denotations. (L.6.5.c)		11.20, 11.24	
<b>WRITING GOALS</b>			
Strengthen narrative writing by reviewing and revising for narrative techniques, precise words and phrases, relevant descriptive details, sensory language, and transition words based on guidance and support from peers and teacher. (W.6.3.b, W.6.3.c, W.6.3.d, W.6.5, L.6.6)		6.13, 6.26, 7.21, 7.23, 7.24, 7.30	
Use technology to produce, type, publish, and present narrative writing alongside visual displays to clarify information, alone and in collaboration with peers. (W.6.6, SL.6.5, SL.6.6)		page 387: “Audiobook” or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing	
When writing narratives with the task, purpose, and audience in mind, orient the reader by establishing a context, introducing a narrator and/or characters, organizing a natural and logical event sequence, and providing a conclusion that follows events. (W.6.3.a, W.6.3.e, W.6.4)		4.29, 6.26, 7.20, 10.15	

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## Grade 6

Module 2: A Hero's Journey cont.	READING Strategy Numbers	WRITING Strategy Numbers
Objective/Goal		
<b>SPEAKING AND LISTENING GOALS</b>		
In Socratic Seminars and other class discussions, reduce mental interference to enable effective listening, and reflect aloud about knowledge gleaned from peers, and share understanding through paraphrasing. (SL.6.1.d, SL.6.6)	12.2	
When presenting ideas, maintain eye contact to engage listeners. (SL.6.4)	12.1	
<b>LANGUAGE GOALS</b>		
Edit writing for correct spelling. (L.6.2.b, W.6.5)	8.15	
Choose and correctly use punctuation for clarity, interest, and/or emphasis and to set off nonrestrictive or parenthetical events. (L.6.2.a, L.4.3.b)	9.9, 9.10, 9.11, 9.12, 9.29	
Recognize and correct vague pronoun-antecedent relationships and use intensive pronouns to improve clarity and add emphasis to sentence subjects, and develop character perspectives. (W.6.3.d, L.6.1.b, L.6.1.d)	7.20	

## Grade 6

### Module 3: Narrating the Unknown

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>READING GOALS</b>		
Describe how a novel unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)	5.15, 5.22, 5.26	
Explain how an author develops the point of view of the narrator or characters in a text and how word choice impacts tone. (RL.6.4, RL.6.6)	6.23, 11.20	
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI.6.3)	6.19, 7.11, 7.25	
Summarize and compare/contrast different authors' presentations of the event and issues, and trace and evaluate the argument and specific claims in those multiple texts, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.2, RI.6.8, RI.6.9)	8.18, 8.19	
<b>WRITING GOALS</b>		
Develop a claim and its supporting points with clear reasons and relevant, sufficient evidence and elaboration with task, purpose, and audience in mind and with guidance and support from peers and teacher. (W.6.1.b, W.6.4, W.6.5)		4.9, 5.22, 7.20
Strengthen argument writing by reviewing and revising for precise words and phrases that clarify relationships among claims and for reasons, clear reasons and relevant evidence that support claims, and for consistent formal style and appropriate development and organization based on guidance and support from peers and teacher. (W.6.1.a, W.6.1.b, W.6.1.c, W.6.1.d, W.6.1.e, W.6.4, L.6.6)		6.10, 7.18
When presenting arguments in speaking and writing, introduce claim, use logical sequence of reasons and evidence, and conclude to accentuate main ideas as is appropriate to the task, purpose, and audience. (W.6.1.a, W.6.1.e, W.6.4, SL.6.4, SL.6.6, L.6.6)		5.18, 5.20, 5.30, 5.37, 6.10
<b>SPEAKING AND LISTENING GOALS</b>		
Interpret information presented in diverse formats to expand understanding of a topic, text, or issue under study. (SL.6.2)	11.18	
<b>LANGUAGE GOALS</b>		
Vary sentence patterns to emphasize key points and enhance reader interest in an argumentative essay. (L.6.3.a)		9.22, 9.23, 9.24, 9.25, 9.27, 9.31
Consistently use correct number, person, and case of pronouns to improve clarity in writing. (L.6.1.a, L.6.1.c)		7.20, 9.28
Use reference materials to determine and verify the meaning of unknown or multiple-meaning words. (L.6.4.c, L.6.4.d)	11.3, 11.15	
Use the relationships between particular words in the text to better understand the words. (L.6.5.b)	11.5, 11.8, 11.9	

## Grade 6

<b>Module 4: Courage in Crisis</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4)		11.6, 11.7, 11.22	
Analyze how the structure and organization of the text contribute to the development of ideas and the creation of a compelling nonfiction narrative. (RI.6.5)	5.24, 5.25, 8.14, 8.17		5.8
Explain how an author’s point of view is conveyed through language choices, the inclusion of certain text features, and the structure of the chapters. (RI.6.5, RI.6.6)		8.18, 11.24	
Analyze how different types of evidence—first-person accounts, summaries, photographs, and timelines—contribute to the development of ideas and affect the reader’s understanding. (RI.6.7 (I))	10.6, 10.20, 10.24, 10.27		
<b>WRITING GOALS</b>			
Strengthen informative research writing by reviewing and revising for clear and effective organization, transitions, precise words and phrases, and consistent formal style and appropriate development and organization based on guidance and support from peers and teacher. (W.6.2.a L, W.6.2.c 2, W.6.2.d C2, W.6.2.e C, W.6.2.f Ca, W.6.4 2, L.6.3.b J, L.6.6 (2))		10.1, 10.17	
Select, assess credibility of, annotate, paraphrase, and incorporate information relevant and important to a research question into an effective explanatory research essay appropriate to the task, purpose, and audience. (W.6.2.b LJ, W.6.4 (2), W.6.72, W.6.8 (2))	9.5, 9.16		4.19
<b>SPEAKING AND LISTENING GOALS</b>			
In Socratic Seminars and other class discussions, balance contributions between questions and statements, and cite evidence to support the topic, text, or issues under discussion. (SL.6.1.a, SL.6.1.077)	12.3, 12.14		
Delineate and evaluate the claims, reasons, and evidence within a speaker’s argument. (SL.6.3 (7))	12.19		
<b>LANGUAGE GOALS</b>			
Recognize and correct vague pronoun-antecedent relationships to improve clarity in writing. (L.6.1.d 7)		7.20	
Establish and maintain consistent formal style and tone. (L.6.3.b U)		7.19	

## Grade 7

<b>Module 1: Identity in the Middle Ages</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine a theme and analyze its development over the course of the text. (RL.7.2)		7.25	
Provide an objective summary of the text. (RL.7.2)		8.11	
Analyze how particular elements of a story interact, especially in regard to how the medieval setting shapes characters' identities. (RL.7.3)		5.28	
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. (RL.7.4)		11.20, 11.22	
<b>WRITING GOALS</b>			
Write a medieval historical fiction narrative using effective technique, relevant descriptive details, and a well-structured event sequence with a conclusion. (W.7.3, W.7.3.e)		3.25, 5.31, 5.18, 5.39	
Engage and orient the reader by establishing a medieval context and point of view and introducing a character from the Middle Ages. (W.7.3.a)		6.26, 6.27, 7.20	
Use narrative techniques, such as dialogue, pacing, and descriptive detail, and sensory language to develop experiences, events, and characters. (W.7.3.b, W.7.3.d)		6.13, 6.15, 6.34, 6.29	
<b>SPEAKING AND LISTENING GOALS</b>			
Notice mood and tone in speaking and listening.		11.20	
In Socratic Seminars, collaborate by building on and responding to the thinking of others, and track goals towards progress in speaking and listening. (SL.7.1, SL.7.6)		12.3, 12.11, 12.15	
<b>LANGUAGE GOALS</b>			
Purposefully use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and help pace writing. (L.7.1.b)		9.22, 9.23, 9.24, 9.25, 9.31, 9.33	
Choose language carefully, recognizing and eliminating wordiness and redundancy, in order to express ideas precisely and concisely. (L.7.3.a)		7.14, 7.18, 7.25, 7.31	
Use context and common, grade-appropriate Greek and Latin affixes and roots to help determine or clarify the meaning of target words and phrases. (L.7.4)		3.23, 11.13	
Interpret figures of speech such as similes, metaphors, imagery, personification, and allusion and apply these elements in writing to create depth and interest. (L.7.5.a)		11.22	6.7, 7.4, 7.30

## Grade 7

<b>Module 2: Americans All</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
	Analyze the central ideas of <i>Code Talker</i> and <i>Farewell to Manzanar</i> . (RL.7.2, RI.7.2)	7.13, 7.14	
	Analyze how discrimination, war, and citizenship influenced Jeanne Wakatsuki Houston and her family. (RI.7.3)	7.15, 7.20	
	Analyze how elements of <i>Code Talker</i> interact—particularly how the wartime setting influences Ned’s identity. (RL.7.3)	5.28	
<b>WRITING GOALS</b>			
	Craft a well-organized informative/explanatory essay that analyzes the wartime experiences of either Jeanne Wakatsuki Houston or Ned Begay, developing the topic with relevant details and quotations. (W.7.2, W.7.2.b)	4.13, 5.18, 6.31	
	Produce informative writing that introduces a topic clearly, uses effective transitions, and concludes ideas effectively. (W.7.2.a, W.7.2.c, W.7.2.f)	5.20, 5.21, 5.27, 6.10, 10.1, 10.17	
	Attend to task, purpose, and audience with intentional decisions around content and style. (W.7.2.d, W.7.2.e, W.7.4)	5.22	
	Develop and strengthen writing by engaging in a process of planning, drafting, editing, revising, and publishing. (W.7.5)	5.18, 5.39, 6.37, 7.31, 8.15	
<b>SPEAKING AND LISTENING GOALS</b>			
	Emphasize important points when speaking. (SL.7.4.)	4.17, 12.7, 13.3	
	Overcome listening barriers.	12.1	
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)	12.7	9.5
<b>LANGUAGE GOALS</b>			
	Analyze the relationship between target vocabulary (synonyms, antonyms, or both) to better understand and apply each of the words. (L.7.5.b)	11.5	
	Use transitional phrases and clauses to connect ideas within and between paragraphs. (L.7.1.a)	9.16, 9.24	
	Use precise and concise language when writing topic sentences and evidence sentences, and eliminate wordiness and repetition in writing. (L.7.3.a)	7.25, 9.34	
	Explore the meaning of grade-appropriate Greek or Latin affixes and roots to clarify the meaning of target vocabulary. (L.7.4.b)	3.23, 11.13	
	Spell correctly. (L.7.2.b)	8.15	

## Grade 7

### Module 3: Language and Power

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>READING GOALS</b>		
Analyze how the form or structure of a poem, as well as its rhymes and other repetitions of sounds, impact its meaning. (RL.7.4, RL.7.5)	8.13	7.1, 7.8, 7.15
Analyze how an author develops and contrasts the points of view of different characters. (RL.7.6)	6.13, 6.23, 6.25	
Compare and contrast a text with its audio or video presentation, analyzing each medium's portrayal of the subject and unique techniques. (RL.7.7, RI.7.7)	10.27, 11.19	
Trace and evaluate a written argument, assessing the soundness of the reasoning and relevance and sufficiency of the claim (both to evaluate written arguments for their validity and to study models of arguments as preparation for drafting their own written arguments). (RI.7.8)	6.16, 9.17	
<b>WRITING GOALS</b>		
Formulate sound argument paragraphs to support claims with logical reasons and relevant evidence from <i>Animal Farm</i> and supplementary texts. (W.7.1)	4.18, 6.10	
Develop and revise an essay presenting an argument about whether language is more powerful when used to uplift or to control, acknowledging alternate or opposing claims and providing a conclusion that supports the argument. (W.7.1)	4.13, 6.10, 5.37, 5.39	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)	4.9, 5.22	
<b>SPEAKING AND LISTENING GOALS</b>		
Pose questions that elicit elaboration from others in discussions about language and power, and then listen for on- and off-topic responses. (SL.7.1.a, SL.7.1.c)	12.4	
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)	12.18, 12.19	
<b>LANGUAGE GOALS</b>		
Purposefully use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and help develop and pace argument writing. (L.7.1.b)	9.22, 9.23, 9.24, 9.25, 9.31, 9.33	
Choose language carefully, recognizing and eliminating wordiness and redundancy, to express arguments precisely and concisely. (L.7.3.a)	7.14, 7.18, 7.25, 7.31	
Determine the meaning of target vocabulary through context by applying understanding of grade-appropriate Greek or Latin affixes and roots and by exploring related words' connotations and denotations. (L.7.4.a, L.7.4.b, L.7.5.c)	3.23, 11.13	
Interpret figurative language, such as similes, metaphors, imagery, personification, and allusion, and use figurative language in writing in order to be precise, concise, and descriptive. (L.7.5.a)	11.22	6.7, 7.4, 7.30

## Grade 7

Module 4: Fever	READING Strategy Numbers	WRITING Strategy Numbers
<b>Objective/Goal</b>		
<b>READING GOALS</b>		
Analyze how Mattie's identity develops as she confronts the conflicts created by <i>Fever 1793</i> 's crisis setting. (RL.7.2, RL.7.3)	5.28, 5.31, 6.16	
Compare and contrast Anderson's portrayal of the crisis with Murphy's portrayal as a means of understanding how Anderson uses history in <i>Fever 1793</i> . (RL.7.9)	8.20, 9.14	
Analyze the impact of word choice and other devices, such as eyewitness accounts and primary documents, on establishing different perspectives on the crisis. (RI.7.4)	10.24, 10.28, 11.24	
Analyze how text structure can help develop ideas about yellow fever. (RI.7.5)	8.13, 8.18	
Compare and contrast multiple informational texts about the crisis and determine each author's point of view. (RI.7.6, RI.7.9)	8.18, 8.19, 9.14	
<b>WRITING GOALS</b>		
Form focused research questions and draw on several sources to answer them. (W.7.7)	3.28, 4.7	
Effectively search for and select accurate and credible research sources. (W.7.8)	9.12	6.10
Quote or paraphrase the data and conclusions of others, following a standard format for citation. (W.7.8)	9.5	
Clearly communicate research findings in an organized, appropriately detailed research essay. (W.7.2, W.7.4)	9.16	
Use technology to produce and publish writing and link to and cite sources. (W.7.6)	page 387: "Audiobook" or Podcast Using QR Codes; page 390: Weeblys, Wikis, and Blogs; page 392: Fancy Publishing	

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## Grade 7

### Module 4: Fever cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Effectively communicate ideas in academic presentations and discussions about the yellow fever crisis, including multimedia components and visual displays to clarify claims and findings. (SL.7.4, SL.7.5)	12.7, 13.4	
Listen to understand speakers' insights, acknowledging new information and modifying views when appropriate. (SL.7.1.d)	12.10, 12.15, 12.19	
Analyze the main ideas and supporting details in diverse media and formats, and explain how the ideas clarify the crisis. (SL.7.2)	9.16, 11.19	
<b>LANGUAGE GOALS</b>		
Identify the function and correct punctuation of coordinate adjectives, and use them accurately and purposefully in writing. (L.7.2.a)	7.25	
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.7.4.b)	3.23, 11.13	
Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.7.4.c)	11.15, 11.16	
Verify the preliminary determination of the meaning of a word or phrase. (L.7.4.d)	11.15	
Distinguish among the connotations (associations) of words with similar denotations. (L.7.5.c)	11.22, 11.24	

## Grade 8

<b>Module 1: The Poetics and the Power of Storytelling</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Compare and contrast poetic forms and structures. (RL.8.5)		8.13	7.1, 7.8, 7.15
Analyze how a text's language, form, and content work together to convey a cohesive and compelling narrative. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5)		5.33, 7.25	
Analyze the impact of word choice and figurative language on a text's meaning. (RL.8.4, RI.8.4)		11.22, 11.24	
Apply ideas and concepts from informational texts to readings of literary texts in order to analyze the power of storytelling. (RL.8.2, RI.8.2)		9.17	
<b>WRITING GOALS</b>			
Use descriptive and sensory language that appeals to the senses, helps the reader imagine an abstract idea, and deepens understanding of an experience or character. (W.8.3)		6.13, 6.15, 6.34, 6.29	
Write and revise a variety of poetry that conveys a narrative, represents different poetic types, and effectively employs descriptive and sensory language. (W.8.3, W.8.4, W.8.5, W.8.10)		3.21, 3.23, 5.17, 6.13, 6.24, 6.25, 6.35	
Effectively incorporate evidence from informational texts into informative writing to convey an understanding of the power of storytelling. (W.8.2)		6.1	
<b>SPEAKING AND LISTENING GOALS</b>			
Apply an understanding of the role of oral expression in storytelling by using purposeful rhetorical techniques in performing poetry and tailoring speaking to an audience. (SL.8.4, SL.8.5, SL.8.6)		4.17, 4.22, 4.24, 4.25	
Purposefully listen in service of a specific writing goal. (SL.8.1)		10.11	
<b>LANGUAGE GOALS</b>			
Use context clues and Greek or Latin affixes and roots to determine and clarify the meanings of unknown words. (L.8.4.a, L.8.4.b)		3.23, 11.13, 11.21	
Analyze figures of speech in context and communicate understanding through literary analysis and creative writing. (L.8.5.a)		11.22	
Form and use verbs in the indicative, imperative, and interrogative moods in appropriate contexts. (L.8.1.c)		7.5, 7.19	

## Grade 8

<b>Module 2: The Great War</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Analyze how particular incidents in a novel reveal aspects of a character or provoke a decision and develop the effects of war on individuals. (RL.8.1, RL.8.2, RL.8.3)		5.28, 6.14, 6.15, 6.16, 6.17, 6.20	
Analyze how informative and literary texts convey various attitudes about the war. (RL.8.3, RI.8.1, RI.8.3)		8.19	
Identify and evaluate choices made by a director or actors in film adaptations and analyze the relationship between the source text and the films in depicting incidents and their effects. (RL.8.1, RL.8.3, RL.8.7)		8.18, 8.19	
Identify how an informative text makes connections and distinctions among ideas about the effects of war. (RI.8.2, RI.8.3)		9.14, 9.15, 9.17	
<b>WRITING GOALS</b>			
Use well-chosen evidence in order to demonstrate a thorough and comprehensive understanding of a subject in explanatory writing. (W.8.2.b, W.8.9)		9.17	
Practice organizing evidence and information in explanatory writing by using categories and subcategories. (W.8.2.a)		6.18	
Draft a thesis statement and a concluding statement that encompass a category and explain its broader significance, in order to demonstrate a nuanced understanding of a category. (W.8.2.f)		9.16	4.18, 5.35, 5.37
<b>SPEAKING AND LISTENING GOALS</b>			
Listen from a speaker's perspective, both to demonstrate a sophisticated understanding of the perspective of a character, as well as to build understanding of peers' perspectives and ideas.		12.1, 12.10	
Collaborate in Socratic Seminars by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing their own ideas by thinking aloud. (SL.8.1.d, SL.8.6)		12.12, 12.14, 12.15, 12.17, 12.18, 12.20	
<b>LANGUAGE GOALS</b>			
Use clear and precise language to demonstrate understanding of texts and recognize and correct wordiness and redundancy. (L.7.3.a)		7.14, 7.18, 7.25, 7.31	
Employ indicative, imperative, and interrogative verb moods to show awareness of speaker, context, and ideas and correct inappropriate shifts in verb moods. (L.8.1.c, L.8.1.d)		7.27	
Form and use active and passive verb voices to emphasize the actor or the action and correct inappropriate shifts in verb mood. (L.8.1.b, L.8.1.d, L.8.3.a)		7.27	
Apply knowledge of texts to use an ellipsis to indicate an omission of irrelevant information. (L.8.2.b)		9.6	
Utilize knowledge of prefixes and roots (dis-, -punct-, -cede-) and context clues to determine the meanings of unknown words. (L.8.4.a, L.8.4.b)		3.23, 11.13, 11.21	
Distinguish among the connotations and denotations of particular words to better understand each of the words. (L.8.5.b, L.8.5.c)		11.22, 11.24	

## Grade 8

<b>Module 3: What Is Love?</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Determine one or more themes of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. (RL.8.2)		7.13, 7.15, 7.19, 7.20, 7.25	
Analyze the impact of word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4, RI.8.4)		11.24	
Analyze how differences in the points of view of the characters and the audience (e.g., created through the use of dramatic irony) create effects such as suspense or humor. (RL.8.6)		6.23, 7.27, 11.22	
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, explaining how the material is rendered new. (RL.8.9)		5.33, 5.34, 6.24, 6.25	
Delineate and evaluate the argument and specific claims in a text, assessing the reasoning and evidence, and recognizing when irrelevant evidence is introduced. (RI.8.8)		7.25, 8.18, 9.16	
<b>WRITING GOALS</b>			
Assert clear and logical evidence-based claims in response to debatable questions. (W.8.1.a)		12.21	6.10
Write an argument essay that supports well-distinguished claims with clear reasons that are developed logically with relevant evidence and demonstrate understanding of the text. (W.8.1)		5.18, 6.10	
Try a new approach to argument sequencing, by purposefully reordering pieces of an argument to create different effects. (W.8.5)		5.24, 5.32	
Distinguish claims from alternate or opposing claims, using appropriate transitions. (W.8.1.a, W.8.1.c)		12.21	
Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (W.8.1.d)		5.22	
<b>SPEAKING AND LISTENING GOALS</b>			
Focus on purpose of discussion through preparation and posing of questions that connect ideas of several speakers using relevant evidence. (SL.8.1.c)		12.14	
Listen to assess the logic of a speaker's assertions. (SL.8.3)		12.19	

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## Grade 8

### Module 3: What Is Love? cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<strong>LANGUAGE GOALS</strong>		
Use grade-appropriate morphemes to infer the meaning of words and verify the preliminary definitions using a dictionary. (L.8.4.b, L.8.4.d)	3.23, 11.15	
Consult a glossary to find the pronunciation of words and to determine the precise meanings of words. (L.8.4.c)	11.15	
Distinguish among the connotations of words with similar denotations to analyze a text. (L.8.5.c)	11.22	
Accurately use grade-appropriate, general academic, and domain-specific vocabulary. (L.8.6)	11.7	7.2
Form and use verbs in the conditional and subjunctive moods to express uncertainty and hypothetical situations. (L.8.1.c, L.8.3.a)	7.27	
Recognize and correct inappropriate shifts in verb moods. (L.8.1.d)	9.35	
Spell correctly. (L.8.2.c)	8.15	

## Grade 8

<b>Module 4: Teens as Change Agents</b>		<b>READING</b> Strategy Numbers	<b>WRITING</b> Strategy Numbers
<b>Objective/Goal</b>			
<b>READING GOALS</b>			
Identify and analyze the structure of a paragraph, including the role of particular sentences in developing and refining a key concept. (RI.8.1, RI.8.5)		9.17	
Determine an author's point of view or purpose, and explain how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.1, RI.8.6)		8.19	
Analyze and assess the purpose, motives, and credibility of information presented in diverse medias. (RI.8.1, RI.8.7, W.8.8, SL.8.2)		8.18, 8.19	
Analyze two or more texts' presentation of conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. (RI.8.1, RI.8.9)		9.14	
<b>WRITING GOALS</b>			
Write an informative research essay that synthesizes evidence from multiple texts, integrates multimedia information and formats, and uses technology to present and publish findings. (W.8.2, W.8.6, SL.8.5)		5.20, 5.21, 5.27, 6.10, 10.1, 10.17	
Develop the focus of an informative research essay and presentation by selecting, synthesizing, and editing information and evidence from multiple individually researched texts. (W.8.2.b, W.8.7, W.8.8)	9.14	4.17, 4.24	
Strengthen claims and audience interest by integrating diverse media and formats in writing and oral presentations. (W.8.2.a, W.8.2.b, W.8.6, W.8.8, SL.8.4, SL.8.5)	11.19		
Conduct short research projects to answer a question, including self-generated questions, using search terms effectively, and gathering information from multiple print and digital sources. (W.8.7, W.8.8)	2.9, 2.23, 2.24	3.28, 4.17, 4.24, 6.18	
Assess sources for credibility and accuracy, identifying gaps in knowledge and generating new questions for additional research. (W.8.7, W.8.8)	2.24		
Deepen understanding of incorporating evidence effectively by making strategic decisions about when to quote and paraphrase, while avoiding plagiarism and formatting correctly. (W.8.8)		6.10, 9.5	

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## Grade 8

### Module 4: Teens as Change Agents cont.

Objective/Goal	READING Strategy Numbers	WRITING Strategy Numbers
<b>SPEAKING AND LISTENING GOALS</b>		
Orally analyze and assess the purpose, social, commercial or political motives, and credibility of information presented in diverse medias. (RI.8.7, W.8.8, SL.8.2)	9.17, 13.12	
Present research findings succinctly, focusing on essential information and ideas. (SL.8.4)	8.12, 9.10	
Present research using multimedia, appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4, SL.8.5)	12.7	
<b>LANGUAGE GOALS</b>		
Explain the function of verbals in general, use verbals in writing, and explain their functions in particular sentences. (L.8.1.a)		9.35
Use context clues to determine the meaning of the word and verify its definition in the dictionary. (L.8.4.a, L.8.4.d)	11.5, 11.15, 11.21	
Determine and use the relationship between words to better understand each word. (L.8.5.b)	11.6, 11.8, 11.10	