

Scope & Sequence



Age Group	Percentage
18-24	15%
25-34	18%
35-44	20%
45-54	22%
55-64	25%
65-74	28%
75-84	30%
85+	32%

IT

Phonological awareness is found in the Supplemental Lessons for those students who need it.

Early Phonics is available for those who need it at all grades, but not part of core instruction for all students.

FOUNDATIONAL SKILLS

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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PHONOLOGICAL AWARENESS AND SPELLING

Spelling skills are taught directly in the Spelling Study Plans and applied in writing assignments.

Apply the alphabetic principle that words are composed of sounds represented by letters.	●		●		●		●		●		●		●					
Know sound-letter relationships and match sounds to letters in words.	●		●		●		●		●		●		●					
Decode consonants and consonant blends in words.	■	U2 D31, D32, D33, D34, D35, D41;	■	U4 D31, 32, 34, 35	■	U2D11-15, 31,32	■	U2D11-15	●		●		●					
Decode consonant digraphs in words.	■	U4 D11, D12, D15	■	U2 D1, 2, 5, 31-35	■	U2D31-35; U6D21, 22,25	■	U2D31-35	■	U2D31-35	■		●					
Decode short and long vowels in words.	■	U2 D1, D2, D5, D16, D17, D20; U6 D21, D22, D27	■	U2 D6,7, 8, 9, 10; U6 D11, 12, 15, 18, 21, 22, 25	■	U2D1-10	●		●	U2D1-10, U4D21-24	●		●					
Decode vowel digraphs in words.	●		■	U2 D6, 7, 10, 11, 13, 14; U4 D6-25, 41-45; U6 D11, 12, 15, 18	■	U2D26-30; U4D6-20	■	U2D26-30; U4D6-22,25	■	U2D26-30; U4D6-20,36-45	●		●					
Decode diphthongs in words.	■	U2 D21-25	■	U2 D21-30; U6 D16, 17, 20	■	U2 D21-24	■	U2 D21-25	■	U2 D21-25	●		●					
Decode r-controlled vowels in words.	■	U2 D36-39, D46-49; U4 D36, D37, D40; U6 D31, D32, D35, D40	■	U2 D36-40, 46-49	■	U2D36-40, 46-49; U4D36, 37, 40, 41	■	U2 D36-40, 46-49	■	U2 D36-40, 46-49	●		●					

FOUNDATIONAL SKILLS

	GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE	
	4	UNIT	5	UNIT	6	UNIT	7	UNIT	8	UNIT	9	UNIT	10	UNIT	11	UNIT	12	UNIT

PHONOLOGICAL AWARENESS AND SPELLING (CONTINUED)

Decode common vowel patterns in words.	●		■	U2 D21, 23, 25; U4 D31, 32, 35	●		■	U6D11, 12, 15	●		●		●					
Decode phonograms and word families.	●		●		●		●		●		●		●					
Spell independently by using knowledge of letter names and sounds of the alphabet.	●		●		●		●		●		●		●					
Spell words using consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings.	●		●		■	U2D11-15, 31-35, 40, 41; U6D21, 22, 25	■	U2D31-35	■	U2D31-35	●		●					
Spell words using vowels: short, long, r-controlled, digraphs, diphthongs, less common vowel patterns, and vowels for schwa.	●		●		■	U2D1-10, 21-30, 36-40, 46-49; U4D6-25, 36, 37, 40, 41	■	U2D1-10, 21-30, 36-40, 46-49; U4D6-20	■	U2D1-10, 21-30, 36-40, 46-49; U4D6-20, 36-39	●		●					

WORD STRUCTURE

Word structure is taught in Word Study lessons and Spelling Study Plans. It is applied in the Word Study Practice assignments, Word Study Readers, and writing assignments.

Decode words with inflected endings (including plurals).	■	U6 D16, 17, 20	■	U2 D11, 12, 15-20; U3 D5	■	U2D16-20, 36, 37, 40, 41; U5D5	■	U2D17-20; U4D1, 2, 5, 11; U5D1	■	U2D17-20; U4D1, 2, 5, 11; U5D1	●		●		●		●	
Decode contractions.	■	U2 D36, 37, 40, 41, 44; U3 D5	■	U2 D41-45; U4 D1, D2, D5	■	U2D41-45	■	U2D41-45; U6D1, 2, 5	■	U2D41-45; U6D26, 27, 30, 31	●		●					

FOUNDATIONAL SKILLS

	GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE	
	4	UNIT	5	UNIT	6	UNIT	7	UNIT	8	UNIT	9	UNIT	10	UNIT	11	UNIT	12	UNIT

WORD STRUCTURE (CONTINUED)

Decode compound words.	■	U2 DLL, 12, 15, 20, 40; U5 D5	■	U6 D30-32, 35	■	U2D1,2,5; U3D6	■	U3D5; U6D31, 32, 35	■	U2D11, 31, 32, 35	●		●					
Decode words with prefixes and suffixes.	■	U2 D26; U4 D21, D22, D25, D30, D31	■	U2 D36; U4 D11, 12, 15-17, 20, 35-37, 40	■	U2D21, 22, 25, 30, 31; U5D6; U6D1, 2, 5, 11, 16, 17, 20, 21, 31, 32, 35	■	U6D6, 7, 10, 11, 15, 16, 26, 30, 36, 40, 41	■	U2D10, 16, 17, 20, 21; U4D6, 7, 10-12, 15, 21, 30; U6D21, 22, 31	●		●					
Decode words with common Greek and Latin roots and affixes.	■	U6 D11, D12, D15, D36	■	U2 D48, 49; U4 D15, 16, 26, 27, 30	■	U4D21, 22, 25, 30, 31; U6D11, 12, 15, 21, 26, 27, 30	■	U2D32, 35; U4D16, 20; U6D26, 27, 30, 31	■	U2D26, 27, 30, 31; U4D26, 27, 30, 31; U5D11, 12, 15, 21	●		●		●		●	
Apply knowledge of syllables to decode words.	●		■	U2 D31, 32, 35-37, 40	●		●		●		●		●					
Recognize and read common abbreviations.	●		●		●		■	U4D1,2,5	■	U6D31, 32, 35, 40, 41	●		●					
Decode multisyllabic words with common word parts and spelling patterns.	■	U3 D1; U4 D1, D2, D5, D11, D15	■	U2 D3, 5, 6, 26, 27, 30; U3 D1; U4 D45, 46; U7 D1	■	U2D16, 17, 20	■	U6D44	■	U2D21, 22, 25	●		●					
Recognize and read grade-appropriate irregularly spelled words.	●		●		●		●		●		●		●					

Early decoding strategies are taught and applied in the Word Reading lessons for students who need them. Grade-level decoding and word recognition strategies are taught directly in Word Study lesson and applied in Word Study Practice assignments and Word Study Readers.

FOUNDATIONAL SKILLS

GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

FLUENCY Strategies for developing fluency are taught in Whole Group lessons and practiced in Work Time. Fluency growth is measured in the Word Reading assignments and Word Study Readers.

Read on-level text with sufficient accuracy and fluency to support comprehension.	■	U2 D19, D24; U6 D25	■	U2 D16; U4 D44; U5 D5	■	U4D36, 38, 40; U6D5, 15, 16, 29, 33	■	U2D10, 14, 44; U4D6,30; U6D6, 10	■	U2D28; U6D8, 10	●		●		●		●	
Read on-level text with purpose and understanding.	●		●		●		■	U4D8, 9, 10	●		●		●		●		●	
Read on-level prose and poetry orally with appropriate rate and expression.	●		●		■	U7D1, 4	●		■	U7D1, 2, 4	●		●		●		●	
Use context to confirm word recognition and understanding.	●		●		●		■	U4D2, 3	●		●		●		●		●	
Use context to self-correct word recognition and understanding.	●		●		●		●		●		●		●		●		●	
Recognize phrasing in text and use phrasing to read fluently.	■	U2 D24	■	U4 D44; U6 D25	■	U2D5	●		●		●		●		●		●	

READING STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

Strategies and skills common to both literature and informational skills are grouped together in this section.

● available throughout
that grade level.

■ available in select
grade level units.

GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

COMPREHENSION STRATEGIES AND SKILLS

This section includes frontline attack strategies and skills for understanding text, as opposed to skills that are more focused on literary analysis and higher order skills.

Preview text and set a purpose to guide reading.	■	U2 D2, D38, D42, D43, D49; U4 D34, 44, 48; U6 D2, D41, D43, D48	■	U2 D40; U4 D2, 4, 38, 39, 43, 44; U6 D30, 44	■	U2D2, 38, 40-43; U4D36, 38, 39, 44; U6D1, 2, 44, 48	■	U2D2, 43; U4D44, 48; U6D2, 3, 34, 44	■	U2D36, 39, 40; U4D47-49; U6D1, 3, 48,	●		●		●		●	
Recognize author's purpose to guide understanding of text.	■	U4 D33, D40; U5 D7, D8; U6 D31, D37, D39	■	U2 D38, 40, 42, 43; U3 D9; U4 D1-3, 8, 9 17, 33; U5 D7; U6 D20, 22, 27, 38	■	U2D30, 34; U3D9, 39; U5D7; U6D30, 33	■	U2D2, 38; U4D33, 36, 38; U6D36, 38, 43	■	U2D40, 42, 43; U4D33; U6D3, 4, 14, 41, 49	●		●		●		●	
Adjust reading rate.	●		●		●		●		●		●		●		●		●	
Reread and read further to clarify understanding of text.	●		●		●		●		●		●		●		●		●	
Read closely and ask questions to determine what text says explicitly and to make logical inferences and predictions.	■	U2 D1, D3, D9, D29; U3 D9; U4 D1, D2, D3, D9, D32; U5 D2; U6 D8, D9, D33; U7 D2	■	U2 D1-4, 9; U3 D2; U4 D5, 7, 9, 10, 16, 18, 19, 24, 27, 28; U5 D2, 3, 9; U6 D2, 3, 4, 9, 10, 33; U7 D2	■	U2D1-4, 7, 8, 38, 39; U3D2; U4D3-5, 7, 8, 23-26, 32, 34; U5D2, 3, 9, 11-13; U6D43; U7D3	■	U2D1-4, 6, 18, 39; U3D1, 2, 4; U4D7, 17, 29, 45, 47; U5D2, 9; U6D18, 19, 22	■	U2D3, 6, 8, 10, 13, 14, 20, 21, 23, 24, 28, 30-33; U3D3, 8; U4D3; U5D1; U6D1, 3; U6D13, 29, 30, 38	●		●		●		●	

READING STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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COMPREHENSION STRATEGIES AND SKILLS (CONTINUED)

Make, review, and modify predictions during reading.	■	U2 D16, D18, D19, D23, D27; U4 D6, D8, D19, D27; U6 D4, D18	■	U2 D2, 11, 13, 18, 27; U4 D10, 12, 14	■	U2D3-5, 9, 25, 26, 29; U4D19; U6D3, 9	■	U2D3, 4, 28, 30, 37; U6D1, 3, 8, 14	■	U2D3, 4, 18; U3D4; U4D11-13; U6D27	●		●		●		●	
Determine the meaning of words and phrases in context, including general academic and domain-specific words and phrases.	■	U3 D8; U6 D10	■	U5 D5; U6 D15, 16	■	U2D20, 45, 46	■	U2D46, 47; U4D5, 46, 47; U6D31	■	U4D45	●		●		●		●	
Determine where text leaves matters uncertain.	●		●		●		●		●		●		●		●		●	
Monitor and clarify understanding while reading by restating text in your own words (paraphrasing) or retelling.	■	U2 D13, D14, D28; U4 D11, D17, D25, D28, D29; U6 D5, D7, D12, D13, D24, D35; U7 D3	■	U2 D15, 17, 19, 22, 23, 29, 30; U3 D3; U4 D2, 20, 22, 32, 34, 35; U6 D5, 6, 8, 12, 14, 15	■	U2D15, 17, 19, 26, 28, 36, 37, 39, 46, 47; U3D3; U6D18-20; U7D2	■	U2D17; U4D9, 39, 43, 49; U5D4; U6D23, 27	■	U2D8, 9, 22, 34; U3D2; U4D4, 27; U5D4; U6D9	●		●		●		●	
Visualize the action in text using clues such as descriptive details or stage directions.	■	U2 D5; U6 D18, D21, D48	■	U2 D3-5, 7, 8, 23-25, 32; U3 D7; U4 D13, 38; U5 D4; U6 D19, 41-43	■	U2D6, 8, 24, 25, 29; U3D7; U4D3; U6D14, 27	■	U2D5, 7, 22, 34, 38; U6D28-30, 33, 39, 47	■	U2D1-3; U3D7; U4D2, 8, 9, 17; U5D8; U6D8, 37	●		●		●		●	

READING STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

COMPREHENSION STRATEGIES AND SKILLS (CONTINUED)

Summarize text by identifying central ideas and supporting details.	■	U4 D31, D42; U5 D1; U6 D13, D14, D20, D23	■	U2 D35, 38, 39; U4 D37; U6 D10, 13, 18, 21-24, 34, 39, 40, 41, 45, 47	■	U4D40; U6D21-24, 37-39	■	U2D33, 48; U5D7, 8; U6D11-13, 17, 21, 37, 42	■	U3D9; U4D18-20; U5D7; U6D21, 23, 28, 33, 35, 45, 47	●		●		●		●	
Make generalizations and draw conclusions about the text.	●		●		■	U6D28, 39, 40, 42	■	U2D40, 42, 43; U4D3, 11, 12, 18-20, 23, 34, 35; U6D13-15	■	U2D18-20, 38; U4D13, 14, 16, 18, 19, 28, 29, 39; U6D22, 34	●		●		●		●	
Synthesize information and ideas.	●		●		■	U6D34	■	U4D21, 23-25, 28; U6D33	■	U4D22-25, 28, 32, 35, 36; U5D9	●		●		●		●	
Choose texts to read based on personal interests, text difficulty, and recommendations of others.	●		■	U2 D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3 D1, 6, 7; U4 D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5 D1, 5, 6; U6 D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46	■	U2D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3D1, 5, 6; U4D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5D1, 5, 6; U6D1, 5, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U7D1	■	U2D5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 45, 46; U3D1, 5, 6; U4D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5D1, 5, 6; U6D5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 41, 45, 46; U7D1	■	U2D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3D1, 5, 6; U4D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5D1, 5, 6; U6D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 46	●		●		●		●	

READING STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Read Aloud, Think Aloud texts are at an appropriate level of text complexity and cover a wide range of genre, including fiction, informational text, poetry, speeches, and more.

Read, comprehend, and analyze literature (stories, drama, and poetry) and informational texts at the appropriate level of complexity.	●		■	U4 D11, 25, 26, 41, 42, 43, 44, 45, 47	●		●		■	U3D1; U7D1	●		●		●		●
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READING SKILLS FOR LITERATURE

Reading skills for literature are modeled in Read Aloud, Think Aloud; taught in Whole Group instruction, and practiced in Work Time assignments and in Time to Read.

Determine central ideas or themes of stories, dramas, and poems.	●		■	U3 D1, 5; U4 D40; U7 D3	■	U3D5; U7D2	●		■	U7D1-4	●		●		●		●
Analyze the development of central ideas or themes in literary texts.	■	U3 D3	■	U4 D25, 26	●		■	U2D16, 25, 26; U3D8, 9; U4D6	■	U4D8	●		●		●		●
Relate themes to characters, setting, and plot.							●		●		●		●		●		●
Identify two or more themes in a text, and explain how the themes are connected.														●		●	
Describe how a story's or drama's plot unfolds as a series of events with a climax and resolution.	●		●		■	U2D31-33; U3D3,4	■	U2D8, 9									
Analyze how plot and other story elements (including characters, setting, and theme) interact.					■	U4D11, 15-17, 22, 29	■	U2D13; U4D20, 26; U6D18; U7D2	●		●		●		●		●
Compare and contrast story or drama event.			■	U2 D33; U3 D3; U4 D39; U6 D13	●		●		■	U7D3	●						
Describe characters in depth, using details in the text.	■	U2 D28	■	U3 D3, 4	●		■	U3D7	●								

READING STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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READING SKILLS FOR LITERATURE (CONTINUED)

Compare and contrast characters.	■	U2 D3, D4, D8, D20, D23, D24, D38, D39; U3 D8; U4 D4; U6 D8 D17; U7 D4	■	U2 D15, 16; U3 D4; U6 D13	■	U2D11, 13, 14, 22, 23; U4D2	■	U2D19, 29; U3D3	■	U4D6-8, 37; U6D40	●		●		●		●	
Analyze how characters develop and change.					■	U4D11, 13-15, 22, 30	■	U2D18, 20	●		●		●		●		●	
Describe story and drama settings, including such details as time, place, geography, weather, and customs.	■	U4 D48; U6 D45	●		■	U6D8, 10	■	U2D31; U4D10	■	U4D25								
Compare and contrast settings.					●		●		●		●		●					
Connect story or drama elements to one another, including characters, plot, setting, theme, dialogue, and mood.			■	U3 D8	■	U2D23, 24	●		■	U2D23	●		●		●		●	
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal character, or provoke a decision									■	U4D3	●		●		●		●	
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).															●		●	

READING STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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READING SKILLS FOR INFORMATIONAL TEXT

Reading skills for informational text are modeled in Read Aloud, Think Aloud; taught in Whole Group instruction, and practiced in Work Time assignments and in Time to Read.

Determine main ideas of informational texts, and explain how they are developed and supported by key details and arguments.	■	U5 D1	■	U2 D35, 38, 39; U4 D37; U6 D10, 13, 23	●	●	■	U4D13-15; U6D16, 18, 44, 46	●	●	●	●	●	●	●	●	●
Determine two or more central ideas in a text and analyze how they interact.														●		●	
Analyze how a key individual, event, or idea is developed in a text.					●	●	●		●	●	●	●	●	●		●	
Analyze connections between individuals, ideas, a series of events, or pieces of information in a text.	■	U3 D3, D5	●		●	●	●		●	●	●	●	●	●		●	
Draw on information from multiple print or digital sources, locating answers to questions or solutions to problems efficiently.	■	U4 D16; U5 D1, D3	●		●	●	●		●	●	●		●				
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	■	U6 D31	●		●	●	●		●								

LITERARY STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT



available throughout
that grade level.



available in select
grade level units.

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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CRAFT AND STRUCTURE IN TEXT

Strategies and skills common to both literature and informational skills are grouped together in this section.

Identify text as fiction or nonfiction and recognize the difference.	●		●		●		●		●								
Interpret the meanings of allusions and analogies in text.	●		●		●		●		●		●		●			●	
Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.	●		●		●		●		●		●		●			●	
Analyze the impact of word choice on meaning and tone in texts.	●		●		●		●		●		●		●			●	
Analyze how particular parts or sections (sentences, paragraphs, chapters, scenes, stanzas) of a text fit into the overall structure and help develop ideas and contribute to meaning.	●		●		●		●		●		●		●			●	

CRAFT AND STRUCTURE IN LITERATURE

Craft and structure in literature is modeled in Read Aloud, Think Aloud; taught in Whole Group instruction, and practiced in Work Time assignments and in Time to Read.

Distinguish literal from nonliteral language in text.	●		●		●		●		●		●		●			●	
Analyze the impact of sounds of words (including rhymes, alliteration, and repetition) in poems, drama, and stories.							●		●		●		●			●	
Analyze how language in a text can evoke a sense of time and place.											●		●			●	
Analyze how language in a text can set a formal or informal tone.											●		●			●	

LITERARY STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

CRAFT AND STRUCTURE IN LITERATURE (CONTINUED)

Analyze the impact of word choice on meaning and tone in texts.															●		●	
Analyze the impact of fresh, engaging, or beautiful language in texts, including texts by Shakespeare and other authors.															●		●	
Identify structural elements of poems, drama, and stories.	●		●		●		●		●		●		●		●		●	
Explain major differences between poems, drama, and prose.	●		●		●													
Compare and contrast the structures of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.									●		●		●		●		●	
Analyze how an author's choices concerning text structure create such effects as mystery, tension, or surprise.									●		●		●		●		●	
Identify point of view and recognize how it influences the way events are described.	●		●		●		●		●		●		●					
Analyze how an author develops the narrator's or speaker's point of view.					●		●		●		●		●					
Analyze how differences in perspective between the characters and the reader or between what is stated and what is meant produce effects such as satire, irony, understatement, or suspense.									●		●		●		●		●	

LITERARY STRATEGIES AND SKILLS FOR LITERATURE AND INFORMATIONAL TEXT

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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CRAFT AND STRUCTURE IN INFORMATIONAL TEXT (CONTINUED)

Compare and contrast the structure of events, concepts, and information (including chronology, comparison, cause/effect, and problem/solution) in two or more texts.			●		●		●		●		●		●		●		●
Analyze how an author develops and refines ideas and claims in various parts of a text.										●		●		●		●	
Evaluate the effectiveness of a text's structure, including whether the structure makes points clear, convincing, and engaging.														●		●	
Analyze multiple accounts of the same event or topic from various viewpoints, noting important similarities and differences in the point of view they represent.	●		●		●		●		●		●		●				
Determine an author's viewpoint or purpose in a text and explain how it is conveyed in the text.					●		●		●		●		●			●	
Analyze how an author acknowledges and responds in a text to viewpoints or evidence that conflicts with his or her position.										●		●		●		●	
Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.										●		●		●		●	
Analyze how an author uses rhetoric in a text to advance a purpose or viewpoint.										●		●		●		●	

Age Group	Percentage
18-24	15%
25-34	20%
35-44	25%
45-54	30%
55-64	10%
65-74	15%
75+	5%

available throughout that grade level.

available in select
grade level units.

UNIT

UNIT

UNIT

UNIT

UNIT

UNIT

UNIT

UNIT

UNIT

The dramatic presentation in Unit 3 and the multimedia projects in Unit 5 are designed to integrate knowledge and ideas.

[illegible]

Age Group	Percentage
18-24	15%
25-34	20%
35-44	25%
45-54	30%
55-64	10%
65-74	15%
75-84	10%
85+	10%

VOCABULARY ACQUISITION

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-related reading and content, choosing flexibly from a range of strategies.

● available throughout that grade level.

■ available in select grade level units.

GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

VOCABULARY ACQUISITION AND USE

Vocabulary skills and strategies to promote generative vocabulary are taught in Word Study lessons and practice in the Word Study Practice assignments and Word Study Readers. Selection vocabulary for the Read Aloud, Think Aloud texts is taught directly and practiced in a variety of written and oral activities. Also, Vocabulary skills and strategies are taught directly and practiced in the Vocabulary Study Plans.

Use context clues to learn the meanings of unfamiliar words and phrases.	■	U2 D4; U6 D48	■	U2 D20; U4 D18, 19, 20; U6 D48, 49	■	U4D25; U6D8, 20, 25, 26	■	U4D25, 26; U6D6	■	U4D25	●		●		●		●
Identify and use patterns of word changes that indicate different meanings or parts of speech.											●		●		●		●
Use context to verify the predicted meaning of a word.					●		●		●		●		●		●		●
Use prefixes and suffixes as clues to word meaning.	■	U2 D25	■	U2 D36; U4 D11, 12, 15, 16, 17, 20, 35- 37, 40	■	U2D21, 22, 25, 30, 31; U5D6; U6D1, 2, 5, 16, 17, 20, 21, 31, 32, 35	■	U3D6; U5D6; U6D6, 7, 10, 11, 15, 16, 26, 30, 36, 37, 40, 41	■	U2D10, 16, 17, 20, 21; U4D6, 7, 10-12, 15, 21, 30; U6D21, 22, 25, 30, 31	●		●		●		●
Use known root words as clues to word meaning.	■	U5 D1	■	U5 D6	●		■	U4D41; U6D38	■	U3D5	●		●		●		●
Use common Greek and Latin roots and affixes as clues to word meaning.	■	U4 D33; U6 D11, D15, D36	■	U2 D48, 49; U4 D15, 16, 26, 27, 30	■	U4D21, 22, 25, 30, 31; U6D11, 12, 15, 21, 26, 27, 30	■	U2D31, 32, 35; U4D16, 17, 20; U6D26, 27, 30, 31	■	U2D26, 27, 30, 31; U4D26, 27, 30, 31; U6D11, 12, 20, 21	●		●		●		●
Use dictionaries and glossaries, thesauruses and other references (print and digital) to learn or clarify a word's meaning, pronunciation, part of speech, etymology, and standard usage, and to verify a word's predicted meaning or pronunciation.	■	U4 D45; U6 D28	●		■	U6D40, 42	●		■	U6D14	●		●		●		●

CONVENTIONS OF LANGUAGE



available throughout that grade level.



available in select grade level units.

GRADE
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GRAMMAR AND USAGE (WRITING AND SPEAKING)

Grammar and usage skills are taught in the Grammar Study Plans as well as in Whole Group instruction and Work Time small group lessons. For writing, these skills are applied in summary, paragraph, and essay writing assignments. For speaking, these skills are applied in Classroom Conversation, multimedia project presentations, and dramatic presentations.

Form and use parts of speech: nouns (singular and plural and abstract) verbs (regular and irregular) and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions (coordinating and subordinating), prepositions, interjections, articles in sentences.



U2 D1, 6, 11, 16, 26, 31; U4 D1-5, 8, 11, 13, 26, 28, 31, 33, 35, 36, 41, 43, 44, 46; U5 D3, 4, 6, 8; U6 D31, 33, 36, 38



U2 D1, 3, 6, 16, 18, 21, 23, 26, 28, 31, 33, 41, 43; U4 D1, 3, 6, 8, 11, 13, 21, 23, 26, 28, 31, 33, 38, 41, 43, 46, 48; U5 D1, 2, 6, 8; U6 D1-3, 5, 36, 38, 41, 43; U7 D1, 3



U2D1, 3, 11, 13, 16, 21, 23, 24, 26, 28, 31, 33; U4D1-5, 11, 13, 16, 18, 23, 26, 28, 31-33, 35, 38, 46, 48; U5D1, 3, 6, 8; U6D1, 3, 16, 18, 31, 33, 36, 38, 41, 43; U7D1, 3



U2D1-3, 5, 6, 16, 17, 20, 21, 23, 26, 28, 31, 33; U4D1-6, 8, 11, 13, 23, 26, 28, 31, 33, 41; U5D1, 3, 6, 8; U6D1, 3, 11, 13, 17, 21, 23, 31, 33, 36, 38, 41, 43; U7D1, 3



U2D1-3, 5, 11, 15, 16, 18, 21, 23, 26, 28, 31, 33, 36, 38, 46, 48; U4D1-6, 8, 11, 13, 20, 21, 23, 26, 28, 30, 33, 36, 38, 41, 43; U5D1, 3, 6, 9; U6D1, 3, 6, 8, 11, 13, 31, 33, 36, 41, 43; U7D3



Produce complete sentences: declarative, interrogative, exclamatory, and imperative,



Recognize and correct inappropriate fragments and run-ons.



U6D25



Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.



Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.



U4 D6, 8, 38, 41



U4D1, 3, 6, 8; U6D31, 33, 36, 38



U4D1, 3, 6, 8; U6D31, 33, 36, 38



U4D1, 6, 8; U6D31, 33, 36,



Explain functions of phrases and clauses in general and their functions in specific sentences.



CONVENTIONS OF LANGUAGE

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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GRAMMAR AND USAGE (WRITING AND SPEAKING) (CONTINUED)






















Place phrases and clauses within sentences recognizing and correcting misplaced and dangling modifiers.			●		●		●		●		●		●		●		●
Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.										●		●		●		●	
Use and explain gerunds, participles, and infinitives in sentences.					●		●		●		●		●		●		●
Use appositives, adverbial phrases and clauses, and adjectival phrases.					●		●		●		●		●		●		●
Vary sentence patterns for meaning, interest, and style.	●		●		●		●		●		●		●		●		●
Use parallel structure.					●		●		●		●		●		●		●
Form and use progressive present, past, and future tense verbs.	■	U6 D1, D3, D8, D11, D13, D16, D18	■	U2 D41, 43; U6 D11, 13, 16, 18	■	U2D46, 48; U6D6, 8, 11, 13, 16, 18	■	U2D36, 38, 41, 43, 46, 48; U6D11, 13, 16, 17	■	U2D41, 43, 46, 48; U5D1, 3, 6, 9; U6D11, 13, 16, 18	●		●		●		●
Form and use perfect tense verbs, including the verb to be: have been, has been, had been, and will have been.			■	U2 D36, 38, 41, 43; U6 D6, 8	■	U2D26, 36, 38, 41, 43; U6D6, 8, 11, 13	■	U2D36, 38, 41, 43; U6D6, 8, 11, 13	■	U2D36, 38, 41, 43; U5D1, 3, 6; U6D6, 8, 11, 13	●		●		●		●

CONVENTIONS OF LANGUAGE


	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
GRAMMAR AND USAGE (WRITING AND SPEAKING) (CONTINUED)																		
Recognize and correct vague pronouns.					●		●		●		●		●		●		●	
Use correlative conjunctions. [either/or, neither/nor]			●		●		●		●		●		●		●		●	
Explain the functions of conjunctions, prepositions, and interjections and their function in particular sentences.	●		■	U4 D6, 8; U6 D36, 38	■	U4D1, 8; U6D31, 36, 38	■	U4D1, 3, 6, 8	●		●		●		●		●	
Ensure subject-verb agreement.	■	U3 D1, D3; U6 D21, D23	■	U3 D1, 3; U6 D21	■	U3D1, 3; U6D21, 23	■	U3D1, 3; U6D21, 23	■	U6D21, 23	●		●		●		●	
Ensure pronoun-antecedent agreement.	■	U4 D41, D44	■	U4 D36, 41, 43	■	U4D41, 43	■	U2D11, 13; U4D41	■	U2D11, 13; U4D41, 43	●		●		●		●	
Recognize and correct inappropriate shifts in verb tense.	■	U6 D1, D3, D8, D11, D13, D16, D18	●		●		●		●		●		●		●		●	
Recognize and correct inappropriate shifts in verb voice and mood.									●		●		●		●		●	
Avoid and correct double negatives.	●		●		●		●		●		●		●		●		●	
Distinguish and correctly use frequently confused words.	■	IS THIS MULTIPLE MEANING WORDS?	■	IS THIS WORD ORDER OR HOMO-GRAPHS?	●		●		●		●		●		●		●	
Identify contexts for appropriate uses of formal and informal English.	■	U6 D4, D9	●		■	U6D23	●		●		●		●		●		●	

[illegible]

Knowledge of language skills are taught in Whole Group instruction and applied as students do performance tasks—writing, multimedia presentations, dramatic presentations, and more.

Choose words and phrases to convey ideas precisely.				U6 D6														
Choose punctuation for effect.																		
Differentiate between contexts that call for formal English and those where informal discourse is appropriate.		U6 D4, D9																

[illegible]

 available in select grade level units.

UNIT

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Text types and purposes for writing are taught in Whole Group instruction and applied as students write, revise, and edit paragraphs and essays.

[illegible]

GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

TEXT TYPES AND PURPOSES (CONTINUED)

Organize reasons and evidence clearly and logically.					●		●		■	U4D36	●		●		●		●
Acknowledge alternate or opposing claims.							●		●		●		●		●		●
Create an organization, using an outline, that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.											●		●		●		●
Support claim(s) with logical reasoning and relevant evidence.					●		●		■	U4D33, 34, 37, 38	●		●		●		●
Support claim(s) with logical reasoning and relevant evidence.											●		●		●		●
Use credible sources.					●		●		●		●		●		●		●
Demonstrate an understanding of the topic or text.					●		●		●		●		●		●		●
Use words, phrase, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.					●		●		●		●		●		●		●
Establish and maintain a formal style and an objective tone.					●		●		●		●		●		●		●
Provide a concluding statement or section that supports the argument presented.					●		●		■	U4D38	●		●		●		●

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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TEXT TYPES AND PURPOSES (CONTINUED)

Use a variety of transitional words, phrases, and clauses to logically and smoothly connect the sequence of events.	●		●		●		■	U6D5	●		●		●		●		●	
Use precise words and sensory details.	●		■	U6 D6	●		■	U6D9, 10	■	U4D45	●		●		●		●	
Provide a satisfying conclusion.	●		●	U6 D11	●		●		●		●		●		●		●	

PRODUCTION AND DISTRIBUTION OF WRITING

Production and distribution of writing is taught in Whole Group instruction and applied as students write, revise, and edit paragraphs and essays.

Produce clear and coherent writing.	●		●		●		●		●		●		●		●		●	
Develop and organize writing that is appropriate to task, purpose, and audience.	■	U5 D6; U6 D30	■	U4 D30; U5 D8	●		●		●		●		●		●		●	
Develop a style that is appropriate to task, purpose, and audience.	■	U5 D6; U6 D30	■	U4 D30; U5 D8	●		●		●		●		●		●		●	
Develop and organize writing that is appropriate to task, purpose, and audience.	●		●		●		●		●		●		●		●		●	
Develop and strengthen writing by planning, revising, and editing.	■	U2 D27, D28, D30, D32, D33, D34; U4 D28, D38, D39, D43; U6 D33	■	U2 D7, 8, 11, 13, 14, 22, 27, 28, 29, 33, 34, 35; U4 D3, 33, 34; U6 D33, 34, 35, 37, 38	●		●		■	U2D43; U4D41, 42; U6D38, 39, 44	●		●		●		●	

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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RESEARCH TO BUILD AND PRESENT KNOWLEDGE

The multimedia projects in Unit 5 include direct instruction and application of attaining knowledge through research and presenting that knowledge.

Conduct research projects.	■	U4 D3; U5 D1	■	U5 D1	■	U5 D1	■	U5 D1	■	U5 D1	●		●		●		●
Draw on multiple sources to narrow or broaden the inquiry.			■	U5 D3, 5; U6 D38, 40	■	U4D48, 49	■	U5D2	■	U4D48, 49; U5D3	●		●		●		●
Use search terms effectively.							●		●		●		●		●		●
Assess the credibility and accuracy of sources.					■	U5D3	■	U5D3 ,4	■	U5D3	●		●		●		●
Recall relevant information from experiences.	●		●														
Gather relevant information from print and digital sources.	■	U5 D5	●		●		●		●		●		●		●		●
Take notes.	●		●		■	U5D3	■	U5D3	■	U5D3	●		●		●		●
Categorize, summarize, or paraphrase information in notes and finished work.	●		●		■	U5D5	●		●		●		●		●		●
Avoid plagiarism and over reliance on any one source.					●		●		●		●		●		●		●
Provide a list of sources following a standard format of citation.	●		●		●		●		●		●		●		●		●
Draw evidence from literary or informational texts to support analysis, reflection, and research.	●		●		●		●		■	U2D48	●		●		●		●














































Prewrite using various strategies, including outlining to organize ideas. Understand the language of writing prompts, including key words.

Develop first drafts of single- and multiple-paragraph compositions.

Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration.

Edit and proofread for correct spelling, grammar, usage, and mechanics.

Publish your work.

	U2 D28; U4 D28, D29		U4 D27, 31; U6 D27-29		U2D8, 13, 18, 19, 28, 29, 30; U4D3, 4, 18, 21, 22, 31, 32, 34; U6D3, 4, 13, 32, 33		U2D23, 24; U4D3, 4, 13, 32-34, 36; U6D7, 17, 18, 23, 24, 27-29, 33		U2D5, 6, 15, 16, 26; U4D3, 4, 15, 16, 23, 24; U6D4, 5, 14, 15, 27-29, 32,-34								
	U2 D29; U4 D33, D34; U6 D33, D34				U2D34		U6D34										
	U2 D30; U6 D33, D34		U6 D33- 35		U2D35, 36; U4D35; U6D36- 38		U2D41; U4D38, 40-42; U6D34, 35		U2D43; U4D41, 42; U6D38, 39, 44								
	U2 D33; U4 D38, D39, D43; U6 D37, D38		U6 D33, 37		U2D35, 36; U4D35; U6D36- 38		U2D4; U4D40- 42; U6D38, 39		U2D43; U4D41, 42; U6D38, 39, 44								
																	

Focus/Ideas

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GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
4		5		6		7		8		9		10		11		12	

COMPREHENSION AND COLLABORATION (CONTINUED)

Establish individual roles.					●		●		●		●		●		●		●
Set specific goals and deadlines.	●		●		●		●		●		●		●		●		●
Work with peers to promote civil, democratic discussions and decision-making.										●		●		●		●	
Self-monitor comprehension of information presented.	●		●		●		●		●		●		●		●		●
Pose and respond to questions and make comments that contribute to the discussion and clarify information.	●		●		●		●		●		●		●		●		●
Make comments that link to and elaborate on remarks of others.	●		●		●		●		●		●		●		●		●
Ask and respond to questions that relate the discussion to broader themes or larger ideas.										●		●		●		●	
Clarify, verify or challenge ideas and conclusions.	●		●		●		●		●		●		●		●		●
Promote divergent and creative perspectives.														●		●	

GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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COLLABORATIVE DISCUSSIONS

A regular time for collaborative discussion is part of the *iLit* lesson plan—Classroom Conversation.

Review key ideas expressed, explain their own ideas, and draw conclusions.	●		●		■	U6D38, 39	●		■	U6D25, 26	●		●		●		●
Acknowledge new information expressed by others and modify, qualify, or justify their own views in light of the evidence presented.							●		■	U6D25, 26	●		●		●		●
Respond thoughtfully to diverse perspectives.											●		●		●		●
Synthesize comments, claims, and evidence made on all sides of an issue, and resolve contradictions.											●		●		●		●
Determine information or research needed to deepen the investigation or complete the task.											●		●		●		●
In response to a text read aloud or information presented in diverse media and formats.																	
Determine the main ideas and supporting details.	●		■	U2 D35, 38, 39; U6 D10, 13, 18, 23	■	U6D35, 37-39	■	U2D48; U6D7	■	U4D13-15; U6D16, 18, 44, 46	●		●		●		●
Paraphrase or summarize the text or information.	●		●		■	U2D19, 26, 28, 36, 37, 46, 47; U5D4; U6D18, 19	■	U2D13, 17; U4D8, 9, 14, 33, 39, 48, 49; U6D11, 13, 17, 21, 23, 27, 37, 42	■	U3D9; U4D18, 19; U6D23, 33, 35, 45, 47	●		●		●		●
Analyze information and explain how the ideas clarify the topic.					■	U2D48, 49	●		●		●		●		●		●

Analyze the purpose of information presented, evaluate the motives behind its presentation, and evaluate its creditability and accuracy.										U6D42, 43								
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GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
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PRESENTATION OF KNOWLEDGE AND IDEAS (CONTINUED)

Convey a clear and distinct perspective.															●		●	
Adapt speech to a variety of contexts and tasks, using formal English when appropriate.	●		●		●		●		●		●		●		●		●	
Use knowledge of language and its conventions.	●		●		●		●		●		●		●		●		●	
Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes, clarify information, emphasize points, strengthen claims and evidence, enhance understanding, and add interest	●		■	U5 D1-4, 6, 7	■	U5D2-4, 8, 9	■	U2D48, 49; U5D1-4	■	U5D2, 5, 6	●		●		●		●	



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