

Develop the foundational skills needed to read at grade level. The lessons can be found by clicking on the Supplemental Lessons tab at the top of the Planner screen in the Teacher App. Follow the implementation instructions on the weekly Planner screen. We recommend completing one lesson per week with students who need foundational support.

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
PHONOLOGICAL AWARE	NESS	Phonolo	ogical a	awarene	ess is fo	ound in	the Su	ppleme	ntal Le	ssons f	or thos	e stude	nts wh	o need	it.				
Distinguish words, syllables, an	d sounds.		• • • • • • • • • • • • • • • • • • • •	_	U6 D6, 7, 10		U4 D1, 2, 5; U6D6, 7, 10				U6D1, 2, 5-8, 10, 11		• • • • • • • •		• • • • • • • • • •				
Distinguish long- and short-vow	rel sounds.		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, 2-10;		U2D1, 2-10; U4D21, 22-25		U2D1, 2-10; U4D21, 22-25	•							
Produce words by blending sou including consonant blends.	nds (phonemes),	•												•					
Manipulate sounds in words (ac substitute phonemes).	dd, delete, and	•		•						•				•					
Segment words and syllables in	nto sounds.	•		•						•		•		•					
PHONICS AND WORD RE	COGNITION	Early P	honics	is avail	able fo	r those	who ne	eed it at	all gra	des, bu	ıt not p	art of co	ore ins	truction	for all	student	S.		
Read regularly spelled one- and	d two-syllable words			•		•				•									
Read high-frequency (sight) wor	rds.																		

	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
PHONOLOGICAL AWARENESS AND SPEI	LING	Spel	lling sk	ills are t	aught	directly	in the	Spelling	g Study	Plans a	and app	olied in	writing	assign	ments.		•	
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 D 16, 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	•		•					

	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
PHONOLOGICAL AWARENESS AND SPEI	LING	(CONTI	NUED)				••••••			**********					• • • • • • • • • • • • • • • • • • • •		••••••	'* * * * * * * * * * * * * * * * * * *
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							sons ar			udy Plar	ns. It is	applied	l in the	Word S	Study Pr	actice		
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								

	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
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		U2D16, 17, 20		U6D44		U2D21, 22, 25			•					
Recognize and read grade-appropriate irregularly spelled words.	•		•										•					

GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT
DECODING AND WODD DECOGNITION STRATEGIES				• •	_		udents who ne	

DECODING AND WORD RECOGNITION STRATEGIES 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.

Apply knowledge of sound-letter relationships to decode unfamiliar words.			•				• • • • • • • •				
Apply knowledge of word structure to decode unfamiliar words.		•	•		•			•			
Use context and syntax along with sound-letter relationships and word structure to decode words in text.	•	•	•		•	•		•			
Self-monitor accuracy of decoding and self-correct.		•	•								
Use knowledge of word structure to spell.			•		•	•		•			
Spell base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words.	•	•		U2D16- 22, 36, 37	•	•			•		
Spell words with Greek and Latin roots, syllable patterns, and multisyllabic words.	•			U2D16, 17, 20; U4D21, 22, 25, 30, 31; U6D11, 12, 15, 21, 26, 27, 30			•	•	•		
Spell frequently misspelled words correctly, including homophones or homonyms.		•	•		•	•					
Use meaning relationships to spell related words.		•	•		•	•		•			
Spell high-frequency, irregular words.		•	•		•	•		•			

Recognize phrasing in text and use phrasing to read fluently.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
FLUENCY	Strateg the Wo			_	_					ons an	d practi	ced in	Work Ti	me. Flu	uency g	rowth is	measu	ired in
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.	•		•				•				•		•		•			

U2D5

U4 D44; U6 D25

U2 D24

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

GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE available in select available throughout that grade level. UNIT 5 UNIT UNIT UNIT UNIT 9 UNIT 10 UNIT UNIT 12 UNIT grade level units. 6 This section includes frontline attack strategies and skills for understanding text, as opposed to skills that are more focused on

COMPREHENSION STRATEGIES AND SKILLS

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	•	•	•	•	

	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
COMPREHENSION STRATEGIES AND SKI	LLS (c	ONTINU	JED)			********	• • • • • • • • •					•••••			******			
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	•	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	•		•					

	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
COMPREHENSION STRATEGIES AND SK	ILLS (c	ONTINU	JED)				••••••			**********	'•••••		• • • • • • • • • • • • • • • • • • • •		***********	'•••••		
Connect people, settings, ideas, and events in text to prior experience or outside knowledge.		U2 D31, D32, D34; U3 D7; U4 D5, D7, D12, D13, D18; U6 D3, D19		U4 D46-49, U5 D6		U2D21, 23, 24		U2D14, 24; U4D2, 27, 30; U6D9, 32, 43-45		U6D19, 42, 43					•		•	
Make connections between individuals, events, and ideas in a text, including examining cause-and-effect relationships.		U2 D11, D12, D13, D17, D33, D37; U4 D13, D14, D24, D35, D37, D39, D43; U6 D16, D22, D29, D34, D38, D42, D46, D49		U2 D18, 19, 28, 34; U3 D4, 5; U4 D21-23, 29, 30; U5 D8; U6 D1, 2, 7, 16, 29, 30	•	U2D10, 12, 23; U3D8; U4D6, 8; U4D8-10, 13-15, 26-28, 33, 37; U5D8; U6D3, 4, 6-8, 13, 18, 23; U7D3	•	U2D6-9, 12, 23, 30, 32; U3D1-5, 8; U4D13, 22, 32; U6D3, 4, 7, 12, 28	•	U2D4, 5, 7, 14, 15, 17, 24, 25, 29; U4D9, 10, 38, 41; U6D6, 7, 12, 18, 19; U7D1-4	•		•		•		•	
Compare and contrast ideas, characters/individuals, events, and other elements of a text to develop understanding of text.	•	U2 D3, D4, D8, D20, D23, D24, D38, D39; U3 D8; U4 D4; U6 D8 D17; U7 D4		U2 D10, 12, 14-16, 33, 37, 46-48; U3 D3, 4, 40, 42; U6 D13, 17, 28, 37, 44, 46-48		U2D11-14, 22, 23; U3D4, 5; U4D1, 10, 12, 13, 28, 29, 32		U2D19, 27-29; U3D6, 19; U4D42; U6D20, 24, 25		U2D11- 13, 27, 33, 37, 44-46; U4D7, 23, 34, 40; U6D17, 24, 32, 39	•		•		•		•	
Quote accurately and cite relevant evidence from the text to support inferences and statements about text		U2, D21, D22; U3 D9; U4 D18, D22, D38; U5 D9; U6 D27, D32	•							U4D42, 43; U6D15, 31	•		•		•		•	
Use text features to aid comprehension		U4 D20; U6 D25													•			

	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	UNI
COMPREHENSION STRATEGIES AND SE	(ILLS (C	ONTIN	UED)															
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,		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		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, 25, 30, 31, 35 36, 40.		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			•		•		•	

20, 21, 25, 26, 30, 31, 35, 36,

40, 41, 45; U5D1, 5, 6; U6D1,

5, 10, 11,

15, 16, 20, 21, 25, 26, 30, 31, 35,

36, 40,

41, 45, 46; U7D1

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

3, 6, 16, 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

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
RANGE OF READING AND LEVEL OF TEX	T CON	//PLE	KITY			Think A									nd cove	er a wid	e range	e of
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		•						
READING SKILLS FOR LITERATURE		_		rature a			Read A	Aloud, T	hink Al	oud; ta	ught in	Whole	Group i	nstruct	ion, and	d practi	iced in \	Work
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										

	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
READING SKILLS FOR LITERATURE (CON-	TINUED)						• • • • • • • • •		·····	• • • • • • • •			• • • • • • • • • •		*********			
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).															•		•	

	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
READING SKILLS FOR INFORMATIONAL	TEXT		_		nforma Iork Tim							k Alou	d; taugh	nt in Wh	nole Gro	oup ins	truction	,
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	•		•		•		•									

	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
CRAFT AND STRUCTURE IN	N TEXT	Strateg	ies and	skills co	mmon to	o both li	terature	e and inf	ormatio	nal skills	s are gro	ouped to	gether i	n this se	ection.				
Identify text as fiction or nonfictive recognize the difference.	ion and			•		•							• • • • • • • •						
Interpret the meanings of allusion analogies in text.	ons and	•				•		•		•				•		•		•	
Determine the meaning of word as they are used in text, includir connotative, and technical mea	ng figurative,	•		•		•		•		•		•		•		•		•	
Analyze the impact of word choi meaning and tone in texts.	ce on	•		•		•		•		•				•		•		•	
Analyze how particular parts or (sentences, paragraphs, chapte stanzas) of a text fit into the over and help develop ideas and commeaning.	ers, scenes, erall structure	•		•		•		•		•		•		•		•		•	
CRAFT AND STRUCTURE IN	I LITERATURI				literatu ime to F		deled ir	n Read A	loud, Th	nink Alou	ıd; taug	ht in Wh	ole Grou	up instru	ction, a	ind pract	ciced in	Work Tin	ne
Distinguish literal from nonliteratext.	al language in			•		•	• • • • • • • • •												
Analyze the impact of sounds of (including rhymes, alliteration, a in poems, drama, and stories.								•		•		•		•		•		•	
Analyze how language in a text of sense of time and place.	can evoke a											•		•		•		•	
Analyze how language in a text of formal or informal tone.	can set a											•		•		•		•	

	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
CRAFT AND STRUCTURE IN LITERATUR	E (con	ΓINUED)			•••••	·		**********				*********					
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.									•		•		•				•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
CRAFT AND STRUCTURE IN LITERATUR	E (CONT	INUED)																
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.								••••			•							
Compare and contrast the treatment of similar themes and topics in various literary texts and genres of various cultures or time periods.	•		•		•		•		•		•		•		•		•	
Analyze how authors and literary texts are affected by cultural traditions and by other literary works.	•		•		•		•		•		•		•		•		•	
CRAFT AND STRUCTURE IN INFORMATI	ONAL	TEXT			cture in i						loud, Thi	nk Alou	d; taugh	t in Who	ole Group	o instru	ction, an	d
Analyze how an author refines the meaning of a key term or terms over the course of a text.				• • • • • • • • •		•••••		••••				• • • • • • • • • •						
Determine an author's viewpoint or purpose in a text and explain how it is conveyed in the text.					•		•		•		•		•		•		•	
Determine an author's point of view or purpose in a text and anlayze how the author uses rhetoric to advance that point of view or purpose.											•		•		•		•	
Describe the structure of events, concepts, and information in texts, including chronology, comparison, cause/effect, and problem/solution.	•		•		•		•		•		•							

	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
CRAFT AND STRUCTURE IN INFORMATI	ONAL	TEXT	(CONTI	NUED)	• • • • • • • • • • • • • • • • • • • •				*****	*****			• • • • • • • • •			• • • • • • •		
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 anlayze 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.											•		•		•		•	

	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
CRAFT AND STRUCTURE IN INFORMAT	IONAL	TEXT	(CONTI	NUED)		• • • • • • • • •	1											
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.															•		•	
Explain how the author uses reasons and evidence to support specific points in a text.	•		•		•				•									
Trace the argument and claims in a text, separating fact from opinion, and linking central ideas with supporting evidence.					•				•		•							
Describe logical connections between sentences and paragraphs in texts, including comparisons, cause and effect, and sequences.	•		•		•		•		•		•							
Analyze the arguments and claims in a text by determining if the reasoning is sound and the evidence is sufficient and relevant.					•		•		•		•				•		•	
Integrate information from different texts on the same topic in order to speak or write about the subject knowledgeably.	•		•		•		•		•		•		•					
Compare and contrast different authors' presentations of information in separate texts on the same topic.					•				•		•				•		•	

INTEGRATION OF IDEAS ACROSS MEDIA

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
INTEGRATION OF KNOW	LEDGE AND IDE	AS T	he dram	atic pre	sentatio	on in Uni	t 3 and	the mult	imedia	projects	in Unit	5 are de	signed	to integr	ate knov	wledge a	nd idea	ıs.	
Make connections between presentations, including illustrational particular content of text.		•		•				•		•									
Analyze how visual and multi- elements contribute to the m beauty of literary text.				•		•		•		•		•		•					
Compare and contrast reading drama, or poem with experie presentation or media version	ncing a live					•		•		•		•		•		•		•	
Analyze how dramatic, media multimedia productions of st dramas adapt and reflect int of texts.	ories and							•		•		•		•		•		•	
Analyze how literary themes are represented in various m																•		•	
Analyze how an author draws transforms source material is work.												•		•		•		•	
Compare and contrast texts presentations in visual and emedia.		•		•		•		•		•		•		•		•		•	
Interpret information present orally, and quantitatively, and contributes to understanding	d explain how it	•		•		•		•		•		•		•					
Draw on information from medigital sources, locating answor solutions to problems efficient	vers to questions			•		•		•		•		•		•					

INTEGRATION OF IDEAS ACROSS MEDIA

	GRADE	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	l	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
INTEGRATION OF KNOWLEDGE AND ID																		
Integrate information presented in different media or formats as well as words to understand a topic or issue.					•		•		•		•		•		•		•	
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each treatment of the subject.							•		•		•		•		•		•	
Evaluate advantages and disadvantages of different media, including print or digital text, video, and multimedia, to present topics and ideas.									•		•		•		•		•	
Analyze various accounts of a subject in different media, determining which details are emphasized in each.											•		•		•		•	
Integrate multiple sources of information in different media or formats in order to address a question or solve a problem.															•		•	
Evaluate multiple sources of information in different media or formats in order to address a question or solve a problem.															•		•	

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.

UNIT

available throughout that grade level.

available in select grade level units.

GRADE 4

UNIT GRA

GRADE 5

UNIT GRADE

GRADE 7

UNIT

GRADE UNIT

GRADE UNIT

GRADE 10

UNIT GRADE

UNIT

GRADE UNIT

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	•	•	•	•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE 10	UNIT	GRADE	UNIT	GRADE 12	UNIT	
VOCABULARY ACQUISITION AND USE	(CONTINU	JED)																	
Demonstrate understanding of word relationships and nuances in word		U2 D4; U6 D48		U2 D20; U4 D18,		U4D25; U6D8,		U4D25, 26; U6D6		U4D25	•	• • • • • • • •	•						

Demonstrate understanding of word relationships and nuances in word meanings.		U2 D4; U6 D48		U2 D20; U4 D18, 19, 20; U6 D48, 49		U4D25; U6D8, 20, 25, 26		U4D25, 26; U6D6		U4D25	•	•	•	•	
Use word analogies to better understand the meanings of related words.								U4D16- 18, 31, 32, 35, 36, 37, 40		U2D13, 30, 36, 37, 40, 41; U4D16, 17, 20, 21; U5D6; U6D11-13	•	•	•	•	
Distinguish shades of meaning among words with similar or related meanings.	•			U3 D6		U2D40, 42; U3D1, 5		U3D1; U4D26, 27, 30	•		•	•	•	•	
Use the relationships among synonyms to learn or better understand each of the words.		U2 D15; U4 D6, D10		U4 D6, 7, 10; U5 D1, 5; U6 D31		U4D26, 27, 30, 31		U4D21, 22, 25; U6D25, 26		U6D16, 17, 20, 21, 41	•	•	•	•	
Use the relationship between antonyms to learn or better understand each of the words.		U4 D26, D30		U4 D21, 22, 25		U2D26, 27, 30, 31		U2D6, 7, 10		U6D36, 37, 40	•	•	•	•	
Recognize and use prefixes and suffixes to expand vocabulary.		U2 D25; U4 D21, D25; U5 D6; U6 D36, D40		U2 D36		U2D21, 22, 25, 30, 31; U5D6; U6D1, 2, 5, 16, 17, 20, 21		U3D6; U5D6; U6D6, 7, 10,11, 15, 16, 26, 30, 36, 37, 40, 41		U2D10, 16, 20, 21; U4D6, 7, 10, 11, 12, 15, 21, 30		•	•	•	
Learn and use words and phrases that signal contrast, addition, and other logical relationships.	•		•		•		•		•		•	•	•	•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE	UNIT
VOCABULARY ACQUISITION AND USE	(CONTINU	ED)		J			1		J 			• • • • • • •					1	• • • • • • • •
Understand literal and figurative meanings of words and phrases.		U4 D21, U6 D3		U2 D41, 42, 43; U7 D2, 3		U2D23; U7D2 ,3		U3D1-5, 7; U4D15, 16; U7D2, 3		U3D3-6; U4D23; U6D20; U7D2, 3	•		•		•		•	
Understand and explain the meanings of metaphors and similes.		U2 D35		U6 D23, 24	•		•			U4D10	•		•		•		•	
Understand and explain the meanings of words used in personification.	•		•		•		•		•		•		•		•		•	
Understand and explain the meanings of common idioms, proverbs, and adages.	•			U4 D6- 8	•		•		•		•		•		•		•	
Determine the meanings of words or phrases that make significant biblical and literary allusions and that allude to significant characters in mythology.							•		•		•		•		•		•	
Recognize and understand common euphemisms.													•		•		•	
Analyze nuances in the meaning of words with similar denotations.															•		•	

Expand word knowledge by understanding puns and verbal irony.

appropriate general academic and domainspecific words and phrases, sufficient for reading, writing, speaking, and listening.

Acquire and use accurately grade-

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
VOCABULARY ACQUISITION AND USE	CONTINU	JED)																
Learn and use grade-appropriate academic vocabulary.		U2 D2, 3, 4, 7, 9, 12- 14, 18, 19, 22, 23, 27- 29, 32, 34, 37, 38, 42		U6 D3	•		•		•		•		•		•		•	
Learn and use content area (domain specific) vocabulary encountered in text.	•			U5 D5; U6 D15, 16		U2D20, 45, 46		U2D46, 47; U4D5, 46, 47; U6D31	•		•		•		•		•	
Use new words in a variety of contexts.	•		•		•		•			U5D5	•		•		•		•	
Create and use aids to study and retain vocabulary.	•		•		•		•		•		•		•		•		•	

GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE available in select available throughout UNIT 5 UNIT 6 UNIT UNIT 8 UNIT 9 UNIT UNIT 12 UNIT 4 10 UNIT that grade level. grade level units.

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 (singluar 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.	5 2 3 4 4 4 4	U2 D1, 6, I1, 16, 26, 31; U4 D1- 6, 8, 11, 13, 16, 28, 31, 3, 35, 36, I1, 43, 44, 16; U5 D3, 16, 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.	•		•		•		•		•			•	•	•	

	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	SPEAK	(ING)	(CONT	NUED)			• • • • • • • • •	********	*********				**********					
Place phrases and clauses within sentences recognizing and correcting misplaced and dangling modifiers.					•		•						•					
Use various types of phrases (noun, verb, adjectivial, 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	•		•		•		•	

	GRADE		GRADE		GRADE		GRADE		GRADE	LINUT	GRADE	HAUT	GRADE	HAUT	GRADE	TUALL	GRADE	HALL
	4	UNIT	5	UNIT	6	UNIT	7	UNIT	8	UNIT	9	UNIT	10	UNIT	1	UNIT	12	UNIT
GRAMMAR AND USAGE (WRITING AND S	SPEAK	(ING)	(CONT	NUED)														
Form and use verbs in the active and passive voice.					•		•			U2D48, 49			•					
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.					•		•		•		•		•		•		•	
Form and use modal auxiliaries (verb phrases with auxiliary verbs) including can, may, and must.	•		•		•		•		•		•		•		•		•	
Use verb tense to convey various times, sequences, states, and conditions.		U6 D1, D3, D8, D11, D13, D16, D18		U2 D36, 38, 41, 43; U6 D1, 3			•		•		•		•		•		•	
Use relative adverbs (where, when, and why).		U4 D21, D23; U7 D1, D3		U4 D23; U7 D1, 3		U4D23; U7D1, 3		U4D21, 23 U7D1, 3		U4D21, 23; U7D3			•		•		•	
Use subject and object pronouns. (Pronoun case)						U2D6, 8; U4D36, 38		U2D6, 8; U4D36, 38		U2D6, 8; U4D36, 30	•		•		•		•	
Use possessive pronouns (singular and plural).						U2D16, 18; U4D16, 18, 46, 48		U2D16, 18		U2D16, 18			•		•		•	
Form and use reflexive and intensive pronouns [myself, yourselves, etc.]					•		•		•				•		•		•	
Use relative pronouns. [who, whose, which, that, etc.]		U2 D6, D11, D16; U4 D11, D13, D36, D38, D41, D43, D46; U5 D4; U6 D41,		U2 D6, 16, 18; U4 D36, 38, 46, 48; U6 D43	•		•		•		•		•		•		•	

	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
GRAMMAR AND USAGE (WRITING AND	SPEAK	(ING)	(CONT	INUED)														
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.	•		•		•		•		•				•		•		•	

U6D23

IS THIS

WORD ORDER OR

HOMO-GRAPHS?

IS THIS MULTIPLE MEANING

WORDS?

U6 D4, D9

Distinguish and correctly use frequently confused words.

Identify contexts for appropriate uses of formal and informal English.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE 10	UNIT	GRADE	UNIT	GRADE 12	UNIT
GRAMMAR AND USAGE (WRITING AND S	PEAK	(ING)	(CONT	NUED)			*****	***********	*****		*** * * * * * * * * * * *		''	********	• • • • • • • •		*****	• • • • • • •
Recognize and correct misplaced and dangling modifiers						• • • • • • • • •						• • • • • • • •						
Recognize variations from standard English and use strategies to improve expression.					•		•		•		•		•		•		•	
Use reference sources to resolve questions and problems concerning grammar and usage.							•		•		•		•		•		•	
CAPITALIZATION, PUNCTUATION, AND S	PELLI	NG (\	WRITI	NG)														
Use correct capitalization.	•								•				•		•			
Use punctuation to separate items in a series.			•		•		•		•		•		•		•		•	
Use commas in quotations and dialogue.	•		•		•		•		•		•		•		•		•	
Use a comma before a coordinating conjunction in compound sentence.	•		•		•		•		•		•		•		•		•	
Use a comma between clauses in a complex sentence.					•		•		•		•		•		•		•	
Use a comma after introductory element in sentence.			•		•		•		•		•		•		•		•	
Use a comma to set off the word yes or no or a tag question from rest of sentence.			•		•		•		•		•		•		•		•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
CAPITALIZATION, PUNCTUATION, AND	SPELLI	NG (V	WRITI	NG) (CONTINU	JED)	l	• • • • • • • •	Jl		J		l	۱			1	
Use a comma to indicate direct address.						• • • • • • • • •		• • • • • • • •				• • • • • • • •				• • • • • • •		• • • • • • •
Use a comma to set off nonrestrictive or parenthetical elements in sentences.					•		•		•		•		•		•		•	
Use a comma to separate coordinate adjectives.							•		•		•		•		•		•	
Use a comma to indicate a pause or a break.							•		•		•		•				•	
Use quotation marks for quotations and dialogue.	•				•		•		•		•		•				•	
Include indirect quotations without quotation marks.																	•	
Use quotation marks to indicate titles.			•		•		•		•		•		•		•		•	
Use semicolons to link independent clauses.											•		•		•		•	
Use a colon to introduce a list or a series.											•		•		•		•	
Use a colon to introduce a quotation.													•		•		•	
Use parentheses to set off nonrestrictive or parenthetical elements in sentences.					•		•		•		•		•		•		•	

	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
CAPITALIZATION, PUNCTUATION, AND S	PELLI	NG (V	WRITI	NG) (CONTINU	JED)	1	• • • • • • • •	J			• • • • • • • •						
Use dashes to set off nonrestrictive or parenthetical elements in sentences.						• • • • • • • • •						• • • • • • • •						
Use a dash to indicate a pause or a break.					•		•		•		•		•					
Use an ellipsis to indicate an omission.					•		•		•								•	
Use an ellipsis to indicate a pause or a break.					•		•		•				•		•		•	
Use hyphens correctly.					•		•		•						•		•	
Use underlining or italics to indicate titles.			•		•		•		•		•		•		•		•	
Spell grade-appropriate words correctly, consulting references as needed.	•		•		•		•		•									
Spell correctly.							•		•						•		•	
KNOWLEDGE OF LANGUAGE (WRITING,	SPEAK	(ING,	READ	ING,	LISTE	NING											ied as st itions, an	
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	•		•		•		•		•		•		•		•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
KNOWLEDGE OF LANGUAGE (WRITING,	SPEAK	(ING,	READ	ING,	LISTE	NING) (CON	TINUED)									
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.										U2D41; U6D26								
Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.			•		•		•		•		•		•		•		•	
Maintain consistency in style and tone.					•		•		•				•		•		•	
Recognize and eliminate wordiness and redundancy.						U4D18; U6D15, 45, 46		U6D18-20		U2D41			•		•		•	
Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects(e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).										U2D48, 49	•		•		•		•	
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.					•		•		•		•		•		•		•	
Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.					•		•		•		•		•		•		•	

GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE available in select available throughout that grade level. grade level units. UNIT 5 UNIT 6 UNIT UNIT 8 UNIT 9 UNIT 10 UNIT 12 UNIT UNIT **TEXT TYPES AND PURPOSES** Text types and purposes for writing are taught in Whole Group instruction and applied as students write, revise, and edit paragraphs and essays. U2, D41, U2 D21, Write opinion pieces on topics or texts, D42. 23-26. supporting a point of view with reasons and D43, 28, 29 information. D46: U4 D23, D24, D25; U6 D23. D26. D32 Introduce a topic or text clearly. U2 D41; U2 D43-State an opinion. U6 D23, D26 U6 D42 Group related ideas in a logical, organizational structure. U2 D47 U6 D18 Provide reasons that are supported by facts and details. Use transition words and phrases to link ideas, opinions, and reasons. Provide a concluding statement or section related to the opinion presented. U4D23, U2D23-U2D25, Write arguments to support claims with clear 24, 33, 34; 25; 27, 28; reasons and relevant evidence. U6D25, U4D23, U4D15, 24, 31, 16, 18, 31, 26 35, 37; 35, 36, 38-40; U6D23, U6D28, 24 29 Introduce and establish the claim(s).

	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
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	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE 12	UNIT
TEXT TYPES AND PURPOSES (CONTINUED))																	
Write informative/explanatory texts (such as compare-and-contrast essays, news reports, blog entries, research reports, how-to essays, letters, or memos) to examine a topic and convey information clearly.		U2 D18, D19, D20; U4 D17, D18, D26, D32; U6 D15, D17, D18, D40		U2 D13, 15; U3 D1; U4 D4, 5; U6 D13, 14, 26, 32, 33, 34		U2D9, 10, 13, 14, 15; U4D18, 20; U6D14, 15, 31, 33-35		U2D15, 16; U4D4; U6D17, 18, 26, 32, 33		U2D15, 18, 19; U4D4, 6; U6D5, 6, 15, 16, 30, 34, 36, 38, 39	•		•		•		•	
Effectively select, organize, and analyze content.		U5 D6	•		•		•			U6D33	•		•		•		•	
Introduce a topic clearly.	•			U5 D1	•		•			U4D32, 33; U5D1, 2; U6D35, 37, 38	•		•		•		•	
Group related information in a logical organizational structure (such as paragraphs and sections).	•	U5 D6	•															
Organize information to make important connections and distinctions.											•		•		•		•	
Organize information so that each new element builds on that which precedes it to create a unified whole.															•		•	
Use strategies, such as definition, classification, comparison/contrast, and cause/effect, to organize ideas and information.					•		•			U4D48, 49								
Include formatting, graphics, and multimedia to aid comprehension.		U5 D7		U5 D1, 2, 3, 4, 7	•		•		•		•		•		•		•	
Develop the topic with relevant facts, details, examples, or other information.	•		•		•		•		•		•		•		•		•	

	GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE	
	4	UNIT	5	UNIT	6	UNIT	7	UNIT	8	UNIT	9	UNIT	10	UNIT	1	UNIT	12	UNIT
TEXT TYPES AND PURPOSES (CONTINUED)																	
Use precise language and domain-specific vocabulary.	•			U5 D5, 6; U6 D6, 15, 16	•			U6D30		U2D26								
Establish and maintain a formal style and an objective tone.					•		•		•		•		•		•		•	
Provide an effective concluding statement or section.		U6 D11	•		•		•			U6D36-38			•		•		•	
Write narratives (such as personal narratives, stories, poems, songs, and plays) to develop real or imagined experiences or events.		U2 D8, D9, D26, D30, D33; U3 D4, D5; U6 D6, D8; U7 D1, D4, D5		U2 D6, 9, 26, 32, 33; U4 D14, 15, 16, 17, 18, 19, 20; U6 D4, 9; U7 D3, 4		U2D18- 20, 33-35; U3D6-10; U7D3		U2D33, 39, 40, 42; U4D14, 15; U6D8, 9; U7D3		U2D5, 7, 8, 33, 41, 42, 47; U3D5-7; U4D25, 26; U7D1-4	•		•		•		•	
Use effective technique, descriptive details, and clear event sequences.		U4 D3	•			U6D5, 6	•			U2D38, 39, 43	•		•		•		•	
Establish a situation or setting and its significance.	•		•		•			U2D35, 36		U2D35, 36	•		•		•		•	
Introduce a narrator and/or characters.	•			U4 D13, 40		U2D33	•			U2D35, 36	•		•		•		•	
Establish one or multiple points of view.	•			U6 D36	•		•			U3D6	•		•		•		•	
Organize an event sequence that unfolds naturally and logically.		U5 D6; U6 D30	•			U2D32, 33	•			U2D38, 39	•		•		•		•	
Use narrative techniques (dialogue, description, pacing, reflection, and multiple plot lines).		U2 D8, D9, D26; U6 D6	•		•		•		•		•		•		•		•	

	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
TEXT TYPES AND PURPOSES (CONTINUED)		1		J			. 1		J 					J			1	
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	•		•		•		•		•		•		•	
Develop and organize writing that is appropriate to task, purpose, and audience.		U5 D6; U6 D30		U4 D30; U5 D8	•		•		•		•		•		•		•	
Produce clear and coherent writing.	•					• • • • • • • • •			•		•	• • • • • • • •	•		•		•	
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,	•		•			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	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
PRODUCTION AND DISTRIBUTION OF W	RITING	G (CON	TINUE))														
Develop and strengthen writing by rewriting or trying a new approach.						• • • • • • • • •		*******								• • • • • • • •	•	
Use technology to produce and publish writing products.	•		•		•		•		•		•		•		•		•	
Use technology to link to and cite sources.							•											
Use technology to present the relationships between information and ideas efficiently.									•									
Select appropriate software, such as databases, spreadsheets and presentation software, for the task.		U5 D7	•		•		•		•		•		•		•		•	
Use technology to interact and collaborate with others.							•		•		•		•					
Use technology to display information flexibly and dynamically.											•		•					
Demonstrate sufficient command of keyboarding 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
RESEARCH TO BUILD AND PRESENT KN	OWLE	DGE		J Iltimedia ting that			5 includ	e direct	instruct	tion and	applicati	on of a	ttaining l	knowled	llge throu	gh rese	earch and	1
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	•		•		•		•	

	GRADE 4	UNIT	GRADE 5		GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
RESEARCH TO BUILD AND PRESENT KN		DGE (J		l				l]				.l
Apply grade-appropriate Reading standards to literature.		U4 D3; U5 D1		U5 D1		U5 D1		U5 D1		U5 D1	•		•				•	
Apply grade-appropriate Reading standards to literary nonfiction.	•		•		•		•		•		•		•		•		•	
RANGE OF WRITING	assignr thinkin	ments, t g skills.	hey writ Writing	e summ is taugh	aries to t directly	deepen in Who	compreh	nension instruct	and writ tion and	e in res	ponse to	a Critic	al Respo	onse pro	g. In Inte ompt to c sks—par	levelop	higher o	rder
Write on a daily basis.	•		•		•						•						•]
Write for a short time frame (single sitting or a day or two).	•			U2 D29; U4 D2 (QUICK WRITE?)	•			U2D2; U6D27	•		•		•		•		•	
Use writing as a tool for learning and self-discovery.	•		•		•		•		•		•		•		•		•	
Use writing as a tool for research, reflection, and revision.	•		•		•		•		•		•		•		•		•	
Write for a specific genre, purpose, and audience.	•		•		•		•		•		•		•		•		•	
Write routinely for extended periods of time.	•		•		•		•		•		•		•		•		•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
THE WRITING PROCESS	The wri	ting prod	cess is ta	aught in	Whole (Group in:	structio	n and ap	plied as	studen	ts write,	revise,	and edit	paragra	phs and	essays		
Prewrite using various strategies, including outlining to organize ideas. Understand the language of writing prompts, including key words.		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	•		•		•		•	
Develop first drafts of single- and multiple- paragraph compositions.		U2 D29; U4 D33, D34; U6 D33, D34	•			U2D34		U6D34	•		•		•		•		•	
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.		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	•		•		•		•	
Edit and proofread for correct spelling, grammar, usage, and mechanics.		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	•		•		•		•	
Publish your work.	•		•		•		•		•		•		•		•		•	

WRITING

	GRADE UNIT	GRADE UNIT	GRADE UNI	GRADE UN	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT	GRADE UNIT
TRAITS OF WRITING			nt in Whole Grou I to score stude	nts' writing.	nd applied as stud			raphs and essa	s. They are
Focus/Ideas		•		•	•	•	•	•	
Organization/Paragraphs	•	•	•	•	•	•	•	•	•
Voice	•	•	•	•	•	•	•	•	•
Word Choice	•	•	•	•	•	•	•	•	•
Sentences	•	•	•	•	•	•	•	•	•
Conventions	•	•	•	•	•	•	•	•	•

GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE GRADE available in select available throughout that grade level. grade level units. UNIT 5 UNIT 6 8 9 UNIT UNIT 12 UNIT Comprehension and collaboration are an integral part of Classroom Conversation. They are also taught directly and applied as students work in collaborative groups on their multimedia projects and dramatic presentations.

Initiate collaborative discussions.	* * * * * * * * *		* * * * * * * * *							•	•	•	•	
Engage in collaborative discussions (one-on-one, in groups, and teacher-led) building on other's ideas and expressing ideas clearly.		U2 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 29, 32, 34, 37, 39, 44, 47, 49; U5 D2, 4, 7, 9; U6 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7 D2, 4		U2 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 29, 32, 34, 37, 39, 44, 47, 49; U5 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 44, 47, 49; U5 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7 D2, 4	U2D2, 7, 9, 12 14, 17, 1 22, 24, 29, 32 34, 37 39, 42 44, 47 49; U3D 4, 7, 9 U4D2, 7, 9, 12 14, 17, 1 22, 24, 27-29, 3 34, 37 39, 42 44, 47 49; U5D 4, 6, 9 U6D2, 7, 9, 12 14, 17, 1 22, 24, 17, 1 22, 24, 24 27, 29, 32 34, 37, 3 42, 44 47, 49 U7D2,	2, , , , , , , , , , , , , , , , , , ,	U2D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U5D2, 4, 7, 912, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7D2, 4		U2D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U5D2, 4, 7, 9, 12, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7D2, 4		•	•	•	
Come to discussions prepared and draw on that preparation to participate in a thoughtful, well-reasoned exchange of ideas.	•		•		•	•		•		•	•	•	•	
Follow agreed-upon rules.	•		•		•	•		•		•	•	•	•	
Carry out assigned roles.	•		•		•	•		•		•	•	•	•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
COMPREHENSION AND COLLABORATIO	N (CON	ΓINUED))															
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	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
COLLABORATIVE DISCUSSIONS	A regula	ar time f	or collab	orative	discussi	on is pa	rt of the	iLit less	son plan-	-Classro	oom Con	versatio	on.					
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	•		•		•		•		•		•	

	GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE		GRADE	
	4	UNIT	5	UNIT	6	UNIT	7	UNIT	8	UNIT	9	UNIT	10	UNIT	1	UNIT	12	UNIT
IN COLLABORATIVE DISCUSSIONS (CONTI	NUED)																	
Analyze the purpose of information presented, evaluate the motives behind its presentation, and evaluate its creditability and accuracy.										U6D42, 43	•	•••••	•		•		•	
PRESENTATION OF KNOWLEDGE AND ID	EAS s	Students	preser	nt knowl	edge and	d ideas	as they _l	oresent	their mu	ltimedia	projects	and th	eir essa	ys.				
Report on a topic or text, tell a story, recount an experience, or present an opinion in an organized manner.	•			U4 D37, 38; U6 D38, 39		U3D9		U4D6, 7		U5D8	•		•		•		•	
Present information, claims and findings, and supporting evidence in a clear, concise, logical manner.						U2D37; U4D37; U5D10; U6D38; U7D5		U2D42; U3D9; U4D43, 44; U6D41, 42; U7D4		U2D43, 44; U4D44; U5D9; U6D42, 43, 45; U7D4	•		•		•		•	
When reporting or presenting,																		
Speak clearly, accurately, and fluently at an understandable pace, using appropriate delivery for a variety of audiences and purposes.	•			U2 D25, 38; U4 D36; U5 D10; U6 D38, 39; U7 D5	•		•		•		•		•		•		•	
Use appropriate eye contact, adequate volume, and clear pronunciation when speaking.	•		•		•		•		•		•		•		•		•	
Sequence ideas logically and emphasize salient points in a focused, coherent manner.	•		•		•		•		•		•		•		•		•	
Include appropriate facts and well-chosen details, using sound reasoning.	•		•		•		•		•		•		•		•		•	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE	UNIT	GRADE 8	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT	GRADE	UNIT
PRESENTATION OF KNOWLEDGE AND II	DEAS (CONTIN	UED)				•											
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	•			U5 D1-4, 6, 7		U5D2-4, 8, 9		U2D48, 49;		U5D2, 5, 6	•		•		•		•	

U5D1-4

displays in presentations when appropriate

understanding, and add interest

to enhance the development of main ideas or themes, clarify information, emphasize points, strengthen claims and evidence, enhance



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